



# Marlow Church of England Infant School Religious Education Policy 2018

## **Introduction**

At Marlow C of E Infant School Religious Education forms an essential part of our ethos and beliefs and we believe that it should be taught within an atmosphere of care, mutual trust and respect. R.E. enables the children to explore and develop a personal vision of life through their experiences and feelings. It encourages them to develop their sense of curiosity and wonder about the world so that they can find meaning, purpose and value. R.E. contributes positively and powerfully to the spiritual, personal, social, moral and cultural development of pupil. It has a key role to play in enabling pupils to achieve and be prepared for the opportunities, responsibilities and experiences of life.

We embrace the opportunity to promote the United Nations convention on the Rights of the Child and through the teaching of RE in our school we promote the freedom of thought, belief and religion as outlined in Article 14:

*Every child has the right to think and believe what they want and also to practice their religion, as long as they are not stopping other people from enjoying their rights.*

## **Christian Values**

In the pursuit of how the school was going to represent its Christian character, children, staff, governors, parents and members of the local community worked together to determine what lies at the heart of what makes 'Sandygate' the school it is. The children chose the final wording for our vision statement:

***A Christian family enriching lives, encouraging growth and creating possibilities.***

The values that meant the most to the school community and which were chosen to support this vision are:

***Trust, Respect, Kindness, Perseverance, Forgiveness, Thankfulness***

Collective worship is based round the values. Each week during the first half term of the school year the children have a home learning task based on one of the values.

The vision and values underpin the importance that we attribute to valuing all as individuals. We do this by:

- Believing in everyone's potential
- Providing challenging independent learning opportunities
- Offering a rich, exciting and stimulating curriculum and environment
- Encouraging a love for learning
- Helping everyone take responsibility for their own development
- Nurturing resilient learners

The quote below represents what we strive towards:

*"A Christian school is one in which the atmosphere has that kind of openness about it, that sense that people are worth spending time with, that people need time to grow, need loving attention. The Christian Gospel says that every person has a unique task to do, with God, and for God, whether they know it or not."* Dr Rowan Williams

### **The aims of Religious Education in our school**

- To enable pupils to encounter Christianity as the religion that shaped the British culture and heritage.
- To enable pupils to learn about other major religions, specifically Judaism, and their impact on the lives of their adherents.
- To enable pupils to begin to develop an understanding of religious faith as the search for and the expression of truth.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs.
- To give our pupils access to a broad and balanced curriculum in R.E. that is both challenging academically and deeply personal.
- To encourage pupils to question, explore, understand and respect their own and other's understandings of the world.
- To provide opportunities for the formulation of reasoned opinion/argument.
- Through enquiry based, challenging and engaging RE pupils are enabled to recognise the impact that faith has in society and encouraged to explore the Big Questions of life.

### **Legal Requirements**

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act and the Education Act 1996:

- RE is part of the basic curriculum of the school, as set out in the Education Reform Act 1988, and is recognized as a part of the Core entitlement. It must be taught to all pupils from being enrolled in statutory education at five.
- If a parent asks that a child should be wholly or partly excused from the Religious Education at the school, then the school will comply and the child will take part in alternative lessons.
- The acts also allow teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors.
- The relative content devoted to Christianity in the syllabus should predominate.

### **The responsibilities of governors and headteachers**

Governing bodies and headteachers must:

- Ensure that RE is provided as part of the school's basic curriculum, following the locally agreed syllabus, unless they are schools with a religious character who are free to choose the syllabus they follow
- Provide sufficient time for the school to fulfil the requirements of the locally agreed syllabus; SACRE recommends a minimum of five percent of curriculum time or 14 hours each term
- Ensure that the delivery of the RE curriculum is monitored .by the subject leader, the Senior Leadership team and by governor visits

### **Curriculum Organisation**

The school uses the Buckinghamshire Agreed Syllabus and the Understanding Christianity resource to organise and plan it's RE curriculum.

R.E. in Key stage 1 is taught in weekly lessons into 12 units The 12 units being divided between the 2 year groups taught 1 unit per ½ term -a total of 6 units per year group. Details are laid out in the long term plan.

In Reception the approach, with regarding times and content, is more flexible. Again based on the Understanding Christianity resource, units of work are taught within cross curricular themes and discreet lessons.

At Key Stage 1 pupils study Christianity as well as an insight into Judaism in each unit. Other world faiths are covered as well through lessons and collective worship.

All learning in each unit of work starts with pupils' own experience and then moves to learning about the related religious content and experience and then onto what pupils can learn from this.

R.E. is taught by class teachers and takes place mainly in the classroom. Other areas of the school are used, however, to allow the use of a range of teaching strategies including cross-curricular links where possible.

### **Inclusion**

Careful attention to these individual needs should be given at the planning stage. This can be assisted if the following is taken into account:

- The importance of relating the activities to the pupils' own experiences including:
  - Those whose experience are entirely secular or of a faith other than Christianity and who have no Christian values and/or beliefs.
  - Pupils who themselves have a strong personal faith commitment
- The importance of adapting or extending activities for:
  - Pupils who have special needs across the curriculum in particular in literacy and/or numeracy.
  - Pupils who are more able and talented in other areas of the curriculum including RE.
- An emphasis on learning through the visual, aural and tactile, and expressions of that learning through non-verbal and creative media
- The use of practical activities and learning through first-hand experiences e.g. visits to places of worship, opportunities to meet members of faith communities and investigation of artefacts.
- Offering opportunities for response and reflection and the use of self-evaluation and assessment
- The use of extension activities to enable those with a developed capacity for sensitivity and empathy to explore these
- The use of a wide range of resources to draw on individual capabilities the needs of all children can be satisfactorily met within the teaching of RE

### **Cross Curricular**

R.E has links with many subjects across the curriculum. There are opportunities within each unit for pupils to use and develop their speaking and listening and writing skills. Dance, Music and Art can also be used as starting points for units of work as well as a means for pupils to express themselves and what they have learned.

### **ICT and RE**

ICT enhances the children's opportunities in the subject as follows:

- Use of the internet to research festivals and practices;
- Use of camera and recording equipment to record role play;
- Use of word processing software;
- Use of graphics software to create display work.
- The use of mobile technology to develop and record responses to teaching

### **Resources**

Resources to support the scheme of work are kept in the staff room. This includes topic boxes to support each unit of work, big books, and a selection of general R.E. books.

The school library contains copies of the Bible and illustrated bible stories suitable for different age groups.

### **Assessment, recording and reporting**

Assessment takes place as each unit is taught and at the end of each unit and is recorded on the plan against the learning outcomes.

Each child has their own R.E. exercise book in which any appropriate work is recorded. This may include prayers and reflections as well as work linked to the R.E. main teaching. Any written work is marked in accordance with the school's feedback policy and assessed, where appropriate, against the unit's learning outcomes.

Attainment in KS1 is measured in terms of knowledge and understanding ('Understanding Christianity' knowledge building blocks) and outcomes for end of KS1 which lay out an expected standard. At the end

of KS1 children will be judged as working towards (WT), working at (WA) and working at greater depth within (GD) the expected standard. Assessments are recorded using the school's Learning Ladders tracking system and progress is tracked termly.

In the Reception attainment is measured in terms of knowledge & understanding ('Understanding Christianity' knowledge building blocks) and assessment is also carried out in line with the Foundation Stage Profile. Work is kept in learning journals and in a class book.

A written report of progress in RE is issued for each pupil annually.

### **The Role of Governors**

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promotes good quality teaching.

### **Role of RE Subject Leader:**

The RE Subject Leader will have overall responsibility for RE curriculum within the school including:

- Ensuring there is a clear, unambiguous RE policy, and that staff understand its implications
- Having an up to date scheme of work which effectively implements the RE Agreed Syllabus
- Providing RE advice & support to all staff
- Informing the CPD Lead of relevant INSET needs to update staff in school ICT developments
- Maintaining up to date resources to meet all the necessary requirements of RE teaching
- Organising the storage and purchase of equipment
- Maintaining liaison with other schools within the Liaison group
- Liaising with subject co-ordinators over opportunities for cross-curricular links
- Maintaining an effective system for assessment & recording of pupil achievement in RE
- Monitoring and reviewing RE practice and provision through consultation with relevant agencies including Buckinghamshire County Council and Oxford Diocese.

### **Religious Education policy**

The effectiveness of the policy will be monitored during the year through:

- Monitoring of teaching and learning by the Religious Education subject leader and the SLT.
- Visits from the inspectorate or advisory team
- Consultation with staff
- Sampling of pupils work

#### **The following criteria can be used as a measure of success:**

- Have the learning targets been achieved?
- Have standards improved?
- Is there whole-school consistency?
- Has any part of the policy been difficult/ impossible to achieve?

This policy will be reviewed in 3 years' time in line with the school cycle unless circumstances change.

Date Reviewed: October 2018

Review Date: September 2021