

RELIGIOUS EDUCATION POLICY

BUXTON INFANT SCHOOL

This policy was reviewed by the Governing Body on 22nd November 2017

It will be reviewed November 2020

Signed:

Date:

Religious Education Policy

Definition

Religious Education is an essential component of a broad and balanced curriculum for all pupils in Reception and upwards. Its place in the basic curriculum is statutory. It provokes challenging questions about the meaning and purpose of life, religious beliefs, the self and reality, right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity and other principal religions and world views.

Aims

The Principal aim of RE in Derbyshire schools is to enable pupils to participate in an on-going search for wisdom, through exploring questions raised by human experience and answers offered by the religions and beliefs of the people of Derbyshire and the wider community, so as to promote their personal development.

At Buxton Infant School all children will have the opportunity to:

- Learn about religions (explore religious perspectives); including examining religious beliefs, spirituality, teachings, worship, practices, behaviour and ways of expressing meaning
- Learn from religion (respond to +0human experience); including reflecting and responding to questions of identity, diversity, belonging, experience, meaning, purpose, value, commitment and spirituality

Objectives

All children will have the opportunity to:

- Ask questions, using different sources to gather information, knowing what may constitute evidence for understanding religion(s).
- Use RE learning in new situations, making the association between religions and individual community, national and international life, identifying key religious values and their connections with secular values.
- Reflect on religious beliefs, practices and ultimate questions, reflecting on feelings, relationships and experiences, thinking and speaking carefully about religious and spiritual topics.
- Explaining concepts, rituals and practices, identifying and articulating matters of deep conviction and concern, responding to religious issues through a variety of media.
- Consider the thoughts, feelings, experiences, attitudes, beliefs and values of others, developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow, seeing the world through the eyes of others, and to see issues from their point of view. This links to work in PHSE.
- Begin to draw meaning from artefacts, works of art, poetry and symbols, interpreting religious language, suggesting meanings of religious texts.

- Develop insight into personal experiences and religion, exploring the positive and negative aspects of religious and secular beliefs and ways of life, relating learning to life.
- Begin to distinguish between opinion, belief and fact, distinguishing between the features of different religions, recognising similarities and distinctiveness of religious ways of life.
- Begin to link significant features of religion, connecting different aspects of life into a meaningful whole, making links between religion and human experience, including the pupil's own experience, debating issues of religious significance with reference to experience, evidence and argument, weighing the respective claims of self-interest, consideration for others, religious teaching and individual conscience, drawing conclusions which are balanced, and related to evidence, dialogue and experience.

Content

Religious Education will be taught following the scheme of work for RE, which is based on the objectives, themes and progression set out in The Derbyshire Agreed Syllabus for RE 2014-2019. The curriculum is delivered through a range of approaches including open questioning, thinking skills, literacy for RE, discussion, expressive art and creativity for learning, visits and visitors and resources for learning. Cross-curricular links are made wherever possible, for instance with PSHE, citizenship, music, art, drama and literacy.

Attitudes such as curiosity, commitment, fairness, respect, self-understanding, open-mindedness, critical awareness and enquiry are promoted.

In the Early Years Foundation Stage children will learn about Christianity and any other religious experiences represented in the class. In Year one, children will be taught knowledge, skills and understanding through Christianity and in Year two, children will learn about Judaism and Christianity.

Teaching and learning about Christianity is supported through visits to local churches and assemblies led by a team from Trinity Church.

Teaching and learning about other religions is supported through work with the Open Centre in Derby.

Time Allocation

RE should be allocated a minimum of 5% of curriculum time. At Key Stage One this is 36 hours per year. This is distinct from collective worship. Within the Foundation stage these 36 hours are integrated into areas of learning e.g. Personal, Social and Emotional Development and Understanding the World.

Information and Communication Technology

ICT will be used in various ways to support teaching and motivate children's learning. It will involve the Interactive White Board (IWB), class computers, laptops and audio-visual aids. ICT will be used in RE lessons to support and enhance the learning of RE skills and objectives. The internet and CD-ROMs can be used to provide access to a wide range of information sources and different viewpoints which develop skills of enquiry. Some of which provide 'real-life' scenarios, many of which are unavailable in any other form;

Marking and Feedback

Any work recorded will be marked in line with the school's marking policy.

Longer pieces of written work will be marked in more detail in line with the schools marking policy to ensure writing is of a high standard.

Evaluation and Assessment

Teachers will undertake on-going formative assessments of the pupils which may not be recorded but which will impact on short term planning.

At the end of each unit of work a summative assessment will be made, based upon the learning outcomes for each unit provided in the Agreed Syllabus, for Key Stage One pupils. EYFS pupils will more usually be assessed using the Early Learning Goals. Progress and achievement will be shared with parents through an annual report.

Healthy and Safety

Children will be able to take part in a variety of activities to enable them to meet objectives within Religious Education. Class teachers are responsible for the health and safety of the children during these planned activities and experiences.

All visits will be risk assessed by the trip leader/class teacher prior to the trip. Adult helpers will then be given opportunity to read the risk assessment and sign before helping. Any visiting speakers will also be subject to relevant checks.

Monitoring and Review

The Headteacher, the RE Co-ordinator and the Link Governor are responsible for ensuring the appropriate policy statements and Schemes of Work are drawn up and revised in line with the School Improvement Plan and any revisions of the Derbyshire Agreed Syllabus.

The RE Co-ordinator and individual class teachers are responsible for medium and short-term planning.

Equal Opportunities

All children will be given equal access to RE, irrespective of race, gender, creed, faith level of ability or nationality.

The Right for Parental Withdrawal

Parents retain the right to withdraw their children from Religious Education under the 1988 Education Reform Act.

Adopted by the Curriculum Committee on **22nd November 2017**