



The Southwater Infant Academy

RE Policy

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Religious Education Policy

Religious education is a legal entitlement for every child and forms part of the basic curriculum as set down in the 1998 Education Act. Its place in the curriculum is an acknowledgement of the fact that religious beliefs and practices play an important part in the lives of many people worldwide. An understanding of religion can help children develop a better appreciation of themselves, the people around them and the world in which they live.

The Education Act requires that religious education should be taught. In The Southwater Infant Academy the agreed Syllabus for Religious Education is followed.

Aims

To teach religious education so that every child may:-

- Acquire a knowledge and understanding of origins, content and development of the Christian religion and of other religions, their traditions and beliefs.
- Understand the importance of religious experience and recognises the ways by which these experiences have been interpreted and expressed through a variety of religious traditions.
- Appreciate the contribution that religious and spiritual ideas and concepts can make to their personal search for meaning and purpose in life, enabling the child to develop their own spiritual values.
- Identify areas of similarity as well as difference between the major world religions.
- Look beyond self and recognise the contribution of religions in the establishment of relationships and responsibilities in the family, among friends, in school, the local community and the world at large.
- Explore the consequences of religious belief and experience in the development of personal attitudes.
- Develop a positive attitude towards other people, respecting their right to hold beliefs different from their own, and towards living in a society of diverse religions.

Objectives

To enable every child to:-

- Become increasingly aware of the significance of religious ideas and experiences by means of stories, drama, ritual and worship with emphasis on the Christian tradition

- Use and experience the creative arts in the exploration and communication of religious thoughts and feelings.
- Develop religious insight and moral and spiritual values by encouraging and sensitivity towards other people and a capacity to form relationships based upon love, sympathy, forgiveness and consideration.
- Begin to enhance and clarify their own ideas about religion by developing self-expression, confidence and an enquiring and reflective attitude towards the rich variety and complexity of creation.

CURRICULUM

It is clearly stated in the Agreed Syllabus that RE in school is concerned with educating each child about religion and for them to learn from religion. It is not concerned with inducting them in a particular faith, this is the responsibility of the family or faith community. Every child will learn about Christianity as the main religious tradition in this country but also about the teaching and practices of some of the other principal world religions represented in this country.

ORGANISATION

Religious Education is taught through a combination of work linked to assemblies and classroom reflection. This work is co-ordinated to ensure the highest quality of learning experiences for every child to access.

METHOD

- The opportunity is taken to deliver identified areas of RE through assemblies. The work is carefully planned and followed up in class with appropriate reflective activities. Differentiated by outcome.
- Separately identified RE is found at different times of the year covering Christmas / Easter / Harvest / Advent / Shrove Tuesday. This also includes festivals from other religions eg Divali, Chinese New Year.

CURRICULUM TIME

The school gives 4% of the curriculum time to religious education in line with the recommendations of the Agreed Syllabus. It is anticipated that the actual amount of time given each week will vary.

ASSESSMENT, RECORDING AND REPORTING

Teachers use a variety of means of assessing children's work in line with the whole school assessment policy and the requirements of the Agreed Syllabus. This will include:-

- The regular reviewing of children's work.
- Observing the work of groups / individuals and recording the outcomes.
- Discussions with groups / individual children to assess their understanding and knowledge of aspects of RE.
- Assessing higher order thinking skills of groups / individual.
- P4C activities

EQUAL OPPORTUNITIES

The Academy Equal Opportunities Policy is used throughout the curriculum and must be adhered to at all times. In addition it is important in religious education to ensure the work being covered is appropriate to children who come from any religious background or none.

FOUNDATION STAGE

Every child within the Early Years Foundation Stage is developing their knowledge, skills and understanding that help them make sense of the world. Each child will work in an environment that stimulates interest and curiosity. They will be given a wide range of skills, knowledge and attitude related to RE within knowledge and understanding of the world. Teachers will provide:-

Opportunities that help each child to become aware of, explore and question issues of differences in ethnicity, language, religion, worship and culture.

PROMOTING CHILDREN' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Our religious education provides opportunities for:-

Spiritual Development through helping each child to consider and respond to questions of meaning and purpose in life and questions about the nature and values in society.

Moral Development through helping each child to consider and respond to areas of morality using their knowledge and understanding of religious and ethical teachings. This enables the children to make reasoned and informed judgements on religious and moral issues.

Social Development through helping each child to develop their sense of identity and belonging, preparing them for life as citizens in a plural society.

Cultural Development through fostering each child's awareness and understanding in a range of beliefs, practices and values in their own society and in the wider world.

INCLUSION

In planning and reaching religious education, teachers are required to have due regard to the following principles:-

- Setting suitable learning challenges.
- Responding to children's diverse learning needs.

Some children will have particular learning and assessment requirements which if not addressed could create barriers to their learning. These requirements are likely to arise as a consequence of a pupil having a specific educational need or disability. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of children to enable them to participate effectively in the curriculum and assessment activities.

MANAGEMENT

The day to day support for RE is provided by the Subject Leader who is responsible to the Headteacher for:-

- Devising and maintaining the Scheme of Work.
- Supporting teachers in planning.
- Developing the RE portfolio.
- Managing resources.
- Producing a Development Plan for RE.
- Conducting a review of RE and reporting to Curriculum Committee of Governors.

WITHDRAWAL

When parents request that their child be withdrawn from religious education, parents meet with the Headteacher to clarify the beliefs and practices that they wish their child to be excluded from.

RESOURCES

Reference books are available for staff in the Subject Leader's office.
Artefacts are kept in each year group.

COMMUNITY

The Academy has good links with Holy Innocents Church and the Appletree Hindu Temple.

A range of special occasions are planned throughout the year to which parents and the local community are invited. These include Christmas performances, Harvest Festivals, Leavers Assembly, Class assemblies, Creative Project assemblies. Children will visit other places of worship within West Sussex .

ATTAINMENT

EARLY YEARS FOUNDATION STAGE

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

- Children will use stories from religious traditions as a stimulus to reflect their own feelings and explore them in various ways.
- Using stories as stimulus children will reflect on the actions of characters.
- Children will use role play as a stimulus to show love and concern for others.
- Children will think about right and wrong issues.

COMMUNICATION, LANGUAGE AND LITERACY

- Children will have opportunities to respond creatively and meaningfully to memorable experiences.
- Children will talk about the special events linked with celebration.
- Through artefacts, music and stories children will learn about important religious celebrations.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

- Children will ask and answer questions about religion and culture.
- Children will visit places of worship.
- Children will handle artefacts.

CREATIVE DEVELOPMENT

Using religious artefacts as a stimulus children will think about and express meanings associated with artefacts.

KEY STAGE 1

LEARNING ABOUT RELIGION

Most children should be taught to:-

- Explore a range of religious stories and sacred writings and talk about their meanings.
- Name and explore a range of celebrations worship and rituals in religion.
- Identify the importance of belonging to a religion and recognise the difference this makes.
- Explore how religious beliefs can be expressed through the creative arts.
- Identify meanings for religious symbols.

LEARNING FROM RELIGION

Most children should be taught to:-

- Reflect religious and spiritual feelings and concepts.
- Ask and respond to puzzling questions, communicating their ideas.
- Recognise how religious teaching about values – right and wrong, justice – injustice, make a difference to individuals, families and local community.

Simplified Level Descriptors

These unofficial simplified level descriptors may be used for:

1. Sharing objectives for learning and assessment with children.
2. Constructing children's' self and peer assessment activities
3. Record keeping
4. Constructing a statement bank for reporting to parents.
5. Planning future work in relation to individual and class programmes in the different strands.

AT1 Learning about Religions	AT2 Learning from Religions
<p>Level 1</p> <ul style="list-style-type: none"> • I am learning to remember a Christian (Hindu etc) story and talk about it • I am learning to recognise objects that are special to Christians (Hindus, etc). <p>Level 2</p> <ul style="list-style-type: none"> • I am learning to say some things that people believe about God and tell a Christian (Hindu etc) story. • I am learning to talk about some of the things that are the same for different religious people. • I know what some Christian (Hindu etc) symbols stand for and I am learning to say what some of the art (music etc) is about. <p>Level 3</p> <ul style="list-style-type: none"> • I learning to describe what a believer might learn from a religious story. • I am learning to describe how believers use holy books (places etc). • I am learning to identify the religious beliefs which may be contained in religious art (music, etc). 	<ul style="list-style-type: none"> • I am learning to talk about things that happen to me. • I am learning to talk about what I like / dislike in a story. • I am learning to talk about what is important to me and why. <ul style="list-style-type: none"> • I am learning to talk about what happens to others with respect for their feelings. • I am learning to talk about some things in stories that make people ask questions. • I am learning to talk about what is important to others and to those who have a religious belief with respect for their feelings. <ul style="list-style-type: none"> • I am learning to compare some of the things that influence me with those that influence other people. • I am learning to compare my ideas about life with those of other people. • I am learning to link the things that are important to me and other people to the way I behave and think.