

R.E. Policy		
Responsible Post	RE Leader	
Responsible Committee	Curriculum	
Review Schedule	2 Years	
Review Date	November 2016	
Changed	Yes	

Manor Church of England Infant school has a distinctive religious Christian character, therefore the study of religious education is an important part of our curriculum. Staff and governors believe that, as a church school, it should be a living, collaborating part of the church community. Each member of the school community is valued for their individuality and are seen as unique within God's creation.

1 Aims and objectives

1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Manor Church of England Infant School we develop the children's knowledge and understanding of the major world faiths, and we address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

1.2 The objectives of teaching religious education in our school are to help children:

- develop an awareness of spiritual and moral issues arising in their lives;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills, and make reasoned judgements about religious issues;
- have respect for other people's views, and celebrate the diversity in society.

2 The legal position of religious education

2.1 Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Local Authority's Agreed Syllabus, Living Difference (2011), and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions. In Early Years Foundation Stage and Key Stage One our children also learn about the Hindu faith.

3 Teaching and learning style

- 3.1** Our key principle is that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our varied approaches, which include discussion, research, drama, recording in a variety of ways and group work enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.
- 3.2** Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, etc. to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children.
- 3.3** Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups. Sometimes they prepare presentations on a computer and share these in Collective Worship.
- 3.4** We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:
- setting tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty;
 - grouping the children by ability in the room, and setting different tasks for each ability group;
 - providing resources of different complexity, adapted to the ability of the child.

4 Curriculum planning in religious education

- 4.1** We plan our religious education curriculum in accordance with the LA's Agreed Syllabus – Living Difference. We ensure that units of work in religious education build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.
- 4.2** We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage. The RE subject leader devises this plan in collaboration with teaching colleagues in each year group. We teach religious education units of work, which have an enquiry based approach, in conjunction with other subjects whenever applicable, especially at Key Stage 1. Some units of work are taught discreetly.
- 4.3** Our medium-term plans give details of each unit of work for each half term. The subject leader keeps and reviews these plans regularly. Planning is specific to each year group and identifies specific concepts such as Belonging and Celebration.
- 4.4** The subject leader writes the plans with colleagues for each unit of work using LA guidance and lists the specific learning objectives and expected outcomes. The teacher keeps these medium term plans, and uses them as a basis for discussion with the subject leader.

5 The Foundation Stage

- 5.1** We teach religious education to all children in the school, including those in the reception class.
- 5.2** In our reception class, religious education is, wherever possible, an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the

EYFS, we relate the religious education aspects of the children's work to the objectives set out in the Foundation Stage Curriculum which underpins the curriculum planning for children from birth to five years.

6 Contribution of RE to the teaching in other curriculum areas

6.1 English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy have religious themes or content, which encourages discussion, which provides opportunities to develop speaking and listening skills further.

We also develop writing skills when children use writing to record RE knowledge, understanding and information.

6.2 Personal, social and health education (PSHCE) and citizenship

Through our religious education lessons we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

6.3 Spiritual, moral, social and cultural development

Through religious education in our school we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

7 RE and ICT

7.1 Information and communication technology enhances religious education, wherever appropriate. The children select and analyse information, using the Internet. They also use ICT to review, modify and evaluate their work, and to improve its presentation. Older children can use *PowerPoint* to help them make presentations. Younger children can take photographs of the class acting out a Bible story. They can then make a class storybook of it, by adding in speech bubbles and a narrative text. Or, using desktop software, they can create a special book where each pupil has her or his own page; they also make a cover and binding for the book, and draw up a set of rules for its use. An i-pad can record a visit to a place of worship, and pupils can also find the various artefacts in churches by doing virtual tours on church websites.

8 RE and inclusion

8.1 As a church school, Manor Church of England Infant School has a distinctly Christian ethos and it is important to us that we ensure all of our pupils have a good knowledge and understanding of religious education, whatever their ability and individual needs. Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

- 8.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 8.3** Intervention through SEND support will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to religious education.
- 8.4** We enable all pupils to have access to the full range of activities involved in religious education. Where children are to participate in activities outside the classroom (a visit to a Mandir, for example, that involves a journey) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- 9** Assessment for learning
- 9.1** Children demonstrate their ability in RE through a variety of different ways. Younger children might, for example, act out a famous story from the Bible, whilst older pupils might produce a *PowerPoint* presentation based on their investigation of sacred texts. Teachers will assess children's work in religious education by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress. Older children are encouraged to make judgements about how they might improve their work in the future. The teacher will record the attainment grades awarded at the end of a unit of work and make an overall judgement at the end of each year. In KS1 children are assessed as Working Towards (WT), working at Age Related Expectations (ARE), or working at greater depth (GD). In EYFS children are assessed using the statements in Development Matters in the Autumn and Spring terms and the EYFS profile in the Summer term. This information is used to assess the progress of each child, for setting new goals, for reporting to parents and for passing information on to the next teacher at the end of the year.
- 9.2** The subject leader keeps samples of children's work in a portfolio. This demonstrates the expected level of achievement in RE in each year of the school.
- 10** Resources
- 10.1** We have a range of resources in our school to be able to teach all our religious education teaching units. We keep resources for religious education in a central store where there is a box of equipment for each unit of work. There are a set of Bibles and a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a good supply of RE topic books and computer software to support the children's individual research.
- 11** Monitoring and review
- 11.1** The subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for RE in the school. The subject leader presents an annual report which evaluates strengths and weaknesses in the subject and indicates areas for further improvement.
- 11.2** This policy will be reviewed at least every two years.