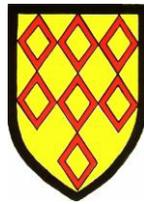


**West Sussex Education Authority**

# **Nyewood CE Infant School**



# Religious Education Policy

**Policy Date: November 2018**

**Policy Review Date: November 2019**

## **INTRODUCTION**

Religious education is a legal entitlement for every pupil 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, and have done so throughout history. An understanding of religion can help children develop a better appreciation of themselves, the people around them and the world in which they live.

This is a Church Aided Infant School. Religious education is provided according to the “Agreed Syllabus for Religious Education in West Sussex Schools”. This document is available in school.

## **SCHOOL ETHOS**

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all pupils.

It's Mission motto, 'Smiling, caring and learning together on a journey with God.' Encapsulates that everybody, irrespective of race, gender or ability feels safe, valued, supported and encouraged to be the best they can be.

## **AIMS AND OBJECTIVES OF RELIGIOUS EDUCATION**

The school follows the aims and objectives set out in the West Sussex Agreed Syllabus.

The curriculum aims to ensure that all pupils:

- Know about and understand a range of religions and world views
- Express ideas and insights about the nature, significance and impact of religions and world views.
- Gain and deploy the skills needed to engage purposefully with religions and world views.

## **AIMS**

To teach religious education so that children may:

- Acquire a knowledge and understanding of the origins, content and development of the Christian religion and of other religions, their traditions and beliefs
- Understand the importance of religious experience and recognise 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 them 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 religion in the establishment of relationships and responsibilities in the family, among friends, in schools, the 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**

### **Early Years**

Pupils should encounter religions and worldwide views through planned, purposeful play and through a mixture of adult-led and child-initiated activity.

- To encounter religions and worldwide views through special people, books, times, places and objects and by visiting places of worship
- They should listen to, role play and talk about stories in connection with their developing experiences and understanding
- They should be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression
- They will use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

### **Key Stage 1**

RE is a statutory subject of the school curriculum of maintained schools. RE offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural development.

The RE curriculum aims to ensure that all pupils:

#### **Know about and understand a range of religions and world views**

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities

#### **Express ideas and insights about the nature, significance and impact of religions and world views.**

- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and world views.

#### **Gain and deploy the skills needed to engage purposefully with religions and world views.**

- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- Find out about and respond with ideas to examples of co-operation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

## **CURRICULUM**

1. It is clearly stated in the Agreed syllabus that RE in school is concerned with educating children 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 the faith community.
2. Pupils will learn about Christianity as the main religious tradition in this country, using Understanding Christianity, but also about the teaching and practices of some of the other principal world religions represented in the country.
3. Religious Education is taught through a combination of classroom learning and learning linked to assemblies and collective worship. This work is co-ordinated to ensure the highest quality of learning experiences for the pupils and to cover the requirements of the West Sussex Agreed Syllabus 2015
4. The curriculum is planned to deliver RE through a combination of methods:
  - (i) Religious education is taught mainly through weekly lessons. The long term map has been reviewed (2017) and is based on using key questions as the drivers for the themes which are taken from Understanding Christianity
  - (ii) The opportunity is taken to deliver identified areas of RE through the assemblies and collective worship. The work is carefully planned and followed up in class when appropriate.
  - (iii) Separately identified RE is found at different times of the year covering Harvest, Advent, Christmas, Lent and Easter. Further details can be found in the collective worship planners, long term map and Understanding Christianity resource.

### **Curriculum Time**

5. The School gives at least 5% of curriculum time to religious education in line with the recommendations of the West Sussex Agreed Syllabus. It is anticipated that the actual amount of time given each week will vary, depending on what is being taught.

## **ASSESSMENT, RECORDING AND REPORTING**

Assessment in R.E. forms an integral part of teaching and learning and is not a 'bolt on' activity completed at the end of a topic. It is not possible or appropriate to assess all aspects of pupils' work in R.E. It is inappropriate to make judgments about pupils' personal beliefs, opinions and reflections. It is however possible to assess progress in the development of knowledge, understanding and skills. Assessment enables teachers to gather information about pupil learning and progress. Class teachers assess children against the learning outcomes for lessons and this informs future planning.

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

- The regular reviewing of pupils' work
- Observing the work of groups and individuals and recording the outcomes
- Marking and feedback

Pupils' achievement in religious education is reported in the annual report to parents. Teachers must give copies of assessments to the Subject Leader at the end of each unit of work.

## **EQUAL OPPORTUNITIES**

The school 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 pupils who come from any religious background or none.

## **PROMOTING PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT**

**See separate policy for details**

Religious education provides opportunities for:

### ***Spiritual development***

***I have come in order that they might have life – life in all its fullness: John 10:10***

***For where two or three gather in my name, there am I with them: Matthew 18:20***

Spiritual development is about supporting children to know who they are, to develop a sense of identity and self-worth, to recognise their own inner selves and to reflect on their beliefs, values and feelings. Spiritual development goes beyond what the pupil knows, understands and can do to who the pupil is and what they are becoming.

### ***Moral development***

***And what does the Lord require of you?***

***To act justly, to love mercy and to walk humbly with your God. Micah 6:8***

Moral development is about helping pupils understand the balance between rights and responsibilities, the importance of valuing others and their property, and the benefits of working together for the common good, whilst understanding moral dilemmas and recognising the reality of moral conflict.

### ***Social development***

***For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others. Romans 12:4-5***

Social development is about living successfully in community. Pupils will acquire an understanding of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for a common good.

For Christians community and relationships underpin life.

For our pupils it is about seeing themselves making a contribution to the communities to which they belong. Developing the skills and capacity to collaborate and support each other.

### ***Cultural development***

***How good and pleasant it is when God's people live together in unity! Psalm 133:1***

***I appeal to you, brothers and sisters, in the name of our Lord Jesus Christ, that all of you agree with one another in what you say and that there be no divisions among you, but that you be perfectly united in mind and thought. 1 Corinthians 1:10***

Cultural development is concerned with fostering pupils' awareness and understanding in a range of beliefs, practices and values, firstly, within their own society and secondly, in the wider world. Pupils explore within and between faiths, developing their understanding of the cultural contexts within which they live. Children therefore build a capacity to appreciate the elements that have had an influence and shaped their lives but also to be able to be open to people from very different backgrounds and find ways to celebrate their life stories.

## **INCLUSION**

1. Schools have a responsibility to provide a broad and balanced curriculum for all pupils.
2. Teachers must plan religious education to ensure that it meets the specific needs of individuals and groups of pupils. Teachers must provide effective learning opportunities for all pupils and relevant and appropriately challenging work at each stage of development. In planning and teaching religious education teachers are required to have due regard to the following principles:
  - Setting suitable learning challenges
  - Responding to pupils' diverse learning needs.
3. A minority of pupils will have particular learning and assessment requirements which, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special education or additional need, or may be linked to a pupils' progress in learning English as an additional language. Teachers must take account of these requirements and make planned, appropriate provision where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities.
4. Pupils for whom English is an additional language. Teachers' planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. The ability of pupils for whom English is an additional language to take part in religious education may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part.

## **LEADERSHIP AND MANGEMENT**

The day-to-day support for religious education is provided by the RE Team who are responsible to the Headteacher for:

- Devising and maintaining the long term plan ensuring Understanding Christianity is being taught
- Supporting teachers in developing the enquiry approach in their Medium Term Planning
- Supporting teachers in developing their lesson plans
- Attending relevant In-Service courses to keep up-to-date in religious education.
- Provide CPD for staffs and inset training as appropriate
- Managing the resources for religious education
- Producing and setting out the priorities for religious education
- Co-ordinating the links with the local church
- Conducting an annual review of RE (as in maintaining the Subject leaders file) and the production of a report for the 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. Because of the need to assure their safety pupils, when withdrawn, complete other work as appropriate either in their own classroom or other area as appropriate to the organisation and siting of the lesson.