



*Caring & Learning Together
for a Brighter Future*

SOLENT INFANT SCHOOL

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Religious Education Policy



“We aim for all our children to develop a love of learning that will last them a lifetime, caring for and respecting the world around them, valuing differences and broadening moral values”

Solent Infant School, Vision, Values and Aims

Responsibility for policy review	Curriculum and Standards Committee
Date reviewed	Spring 2017
Review cycle	3 years
Linked Policies	Fundamental British Values

Executive Headteacher: Mrs Lucy Wilby
Head of School: Mrs Laura Peterkin-Aldred
Bursar: Mrs Elisabeth Hesling
Support Officers: Mrs Clare Winnicott & Mrs Alison O'Day
Admin Asst: Mrs Alison Price

Solent Infant School Religious Education Policy

Revised Spring 2017

Introduction

As a school we aim to celebrate diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.

We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

RE is taught in accordance with the aims of the Agreed Syllabus produced by Hampshire SACRE 'Living Difference'.

Legal Requirements

In accordance with the law we provide Religious Education for all pupils registered at the school.

Parents who choose to withdraw their children from Religious Education lessons are required to meet and discuss this with the Head teacher.

The Agreed Syllabus 'Living Difference' (revised 2016) recommends that the following minimum hours should be devoted to RE. At Foundation Stage there is no recommended minimum time allowance, however RE will be structured by the Agreed Syllabus, and where possible, links will be made between RE and other areas of the Early Learning Goals. At Key Stage 1 the minimum time is 36 hours.

The Scheme of Work

The scheme of work for Religious Education covers all the requirements of the Hampshire Agreed Syllabus, 'Living Difference.' RE is taught in half-termly units across the school in a combination of religion-based and thematic topics.

Teaching and Learning

The Agreed Syllabus "Living Difference" requires six units to be covered in Year One and Year Two. Four units must be Christian, two of another world religion. These religions are taught through "concepts" as outlined in "Living Difference".

Planning and teaching takes the form of a cycle of learning: **Communicate, Apply, Enquire, Contextualise** and **Evaluate**, offers a secure process by which to enable pupils to progress in their ability to *interpret religion in relation to human experience* (the attainment target).

The attainment targets emphasise the importance of interpretation of concepts taught. This can be understood in broader and more refined terms according to the age and ability of the pupils.

'At Foundation Stage *interpret* can be understood as *engaging with and responding to*. At Key Stage 1 *interpret* can be understood as *making sense of*.'

At Solent Infant School we aim for pupils to:-

- Explore Christianity as the religious tradition of the UK.
- Explore Islam as the next religion most relevant to our school community.
- Have opportunities to learn about the above, through all areas of the curriculum.
- Promote reflection, empathy, investigation, interpretation and analysis of religious cultures.
- Appreciate religious customs, worship and rites of passage through experiential learning and role play.
- Foster attitudes such as curiosity, open-mindedness and respect, as these are fundamental to understanding the religious and spiritual dimension of human life.

Equal opportunities

Inclusion and differentiation for children with SEND and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. Important festivals are celebrated from different religions within the school and wider community.

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects.

Spiritual, Moral, Social and Cultural Development

In addition to the core values of the school, which permeate throughout, Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

Recording, Marking, Assessment and Reporting

Assessment takes place at the end of each unit in the scheme of work. This indicates what most pupils should know and understand. Judgements about children's achievements are made through formative and summative assessment. Pupils are guided about what they have done well, what they need to improve and

ways in which they might make that improvement. Teachers are encouraged to complete assessments at the end of each unit of work. These assessments should indicate what students know and understand.

Management

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader, in close collaboration with Senior Management.

The curriculum leader attends regular training and professional development, and organises INSET and training for other members of staff when necessary. RE planning is monitored and samples of work looked at regularly throughout the year. The scheme of work is evaluated annually.

Each Year group have hard copies of the planning and assessment activities. These can also be found electronically in the RE Managers folder.

A wide range of resources are available and are stored in the relevant drawers in year group areas and in the multi-cultural cupboard located in the Reception corridor area. Other resources are borrowed from the RE centre as required.

Visitors and visits are incorporated into the planning whenever relevant to enhance the curriculum.