



Templemoor Infant and Nursery School

Religious Education (R.E.) Policy



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Important information

R.E. Subject Lead – Mrs A Leigh

In this policy R.E. stands for 'Religious Education'.

This R.E. policy and related documents include information and guidance for school staff and our out of school provision.

Legal Requirements

The 1988 Education Act states that every maintained school must provide a balanced and broadly based curriculum that:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepares pupils at the school for the opportunities, responsibilities and experiences of adult life.

Religious Education is a compulsory subject and forms part of the National Curriculum. The R.E. syllabus used at Templemoor Infant and Nursery School directly follows the Trafford SACRE Agreed Syllabus for Religious Education 2016.

***(The Trafford Review of the SACRE arrangements is due to be presented in June 2016)**

School Context

Religious representation at Templemoor in 2015-16 is:

No Religion	46.37%
Christian	43.58%
Muslim	6.16%
Hindu	2.79%
Other	0%
Refused to say	1.1%

(Figures correct for 2015-16 Academic Year)

Aims of the R.E. Curriculum

R.E. is an important part of the school curriculum and is taught in a way relevant to the child's stage of development and experience. We seek to provide a clear idea of what religion is, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines. The overall aims are:

- That all children form their own opinions about religious beliefs and customs and that they develop a respectful understanding and tolerance of people who hold a strong faith.
- That children enjoy learning about religion because it is taught in a stimulating and interesting way that arouses curiosity and develops positive skills and attitudes.
- That children develop a sense of awe and wonder about the world around them.
- To help pupils understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural diversity of their own and other societies presently and in the past.
- To support pupils personal and spiritual development by encouraging self-awareness and self-respect.
- To help pupils develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.

How is R.E. taught in school?

R.E. is taught, as in other curriculum areas, by starting from the pupils' own life experiences and relating these to similar or different experiences of other people in the local community and in the wider national and international community. We know that some of our families have a specific religion, and a large percentage do not. Therefore, R.E. is taught with great sensitivity relating to the complexity of our catchment. More information on how R.E. is taught in school can be found in the following sections.

Planning for R.E.

R.E. is planned using the Trafford Agreed Syllabus as a content guide. This has two main attainment targets:

This includes enquiry into, and investigation of, the nature of religion, the range of beliefs, teaching and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Through this, the pupils should develop an understanding of ethical issues and an understanding of individual religions and how they relate to each other. Pupils should also develop an understanding of the nature and characteristics of religions.

This focuses on developing pupils' reflection on and in response to their own and others' experiences in the light of their learning about religion. Pupils should develop the skills of application, interpretation and evaluation of what they have learned about religions. Pupils should learn to communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

Teaching and Learning

Children in the Foundation Stage are taught R.E. through the area of Understanding the World.

In KS1 R.E. is taught discretely and is timetabled into each week or as part of a focus day or period of time e.g. Diwali, Eid and Christmas.

A variety of teaching methods are used to teach R.E.. Overall learning experiences may include:

- Handling artefacts;
- Sharing personal experiences;
- Visiting local places of worship;
- Listening and responding to music;
- Making and tasting food e.g. from religious festivals;
- Looking at and wearing clothes worn for a variety of religious occasions or within a variety of cultures;
- Role-play;
- Computing;
- Meeting members of different faiths in school;
- Enjoying time to reflect and evaluate.

The Foundation Stage and KS1 forms the basis of children's future understanding and therefore should begin with children's own experiences and feelings, particularly around special times, peoples, places and objects/symbols. Many opportunities should be given for thinking, talking, listening and responding to others respectfully. Much emphasis should be placed on valuing and caring for other people in our local community and also for children to relate their understanding to a wider/global community.

It is likely that a teacher may have their own religious beliefs/faith. The teaching of R.E. must **not** be used to indoctrinate or challenge children's faiths/beliefs which may be different from their own. Teachers must be sensitive about the language used, for instance, 'Christians believe that...' or 'Muslims believe that...'.

Assessment

As R.E. involves a process of personal development and emerging/changing views, it is difficult to formally assess all but the ability of children to recall facts and to be able to express a view about religions.

Teachers should assess what pupils know and understand about religions, what their attitudes are to religions and how well they are able to express their own views and feeling towards other religions. This will be formally reported to parents as part of the child's end of year report.

Examples of work produced, photographic experiences and particularly insightful comments made by children should be kept as an evidence base for making evaluations about the teaching of R.E. and the successful expectations of learning that have been achieved. This should be straightforward and manageable.

Home Learning

As the home may be the greatest source of a child's knowledge and understanding of R.E. it is appropriate to set home-learning tasks related to developing and sharing their understanding e.g. talking about special books in the home such as a baby book, as an introduction to the R.E. theme of 'Believing and Belonging'.

Monitoring

In order to ensure continuity and progression, it will be necessary to monitor the teaching of R.E. across the school. The monitoring of R.E. will take place regularly by the R.E. subject leader. This will be achieved by:

- Checking planning against the R.E. syllabus;
- The monitoring of R.E. in workbooks;
- The monitoring of R.E. display in and around the school;
- Pupil voice activities;
- Lesson observations;
- Verbal or written feedback will be given highlighting positive practice and suggestions for improvement.

The result of any monitoring will be discussed with the Headteacher/SLT.

Resources

Resources are centrally stored in the corridor storage cupboards outside Class 2. They include books, pictures, artefacts and posters. All materials should be handled very sensitively and with respect. All resources are specifically chosen to reflect the community we serve.

Computing

Computing should be used in R.E. when it has the potential to drive learning and progress. It is useful to record pupils' learning and progress as they develop, using digital cameras. Children may also use an iPad to record these themselves.

Children will be encouraged to:

- find things out from a variety of sources, selecting and using information to meet their needs;
- develop their ideas using ICT tools to refine their learning and enhance its quality and accuracy.

Health, Safety and Well-Being

Visits to places of worship and other R.E. related venues are encouraged as an important part of developing a child's understanding of the role religion plays in communities. Before all visits, staff will carry out a visit to the venue in order to create a risk assessment. When religious visitors come in to school, they will first be asked to read the 'Religious Believers Visiting Schools, Guidance and a Code of Conduct' document. (Please see attached document.)

Staff will ensure that the context of the learning that will take place during the visit will not undermine a child's own faith or challenge their belief and will only be presenting a knowledge base about a faith.

Permission will be sought from parents/carers for each child to attend the visit.

Equal Opportunities

Within R.E. staff set high expectations. Each individual is ensured access to a full and varied programme of activities, with opportunities for all pupils to participate fully and effectively, regardless of their age, culture, gender, sexual orientation, background or special need or disability. Pupils are equally respected for whom they are and for the contributions they make regardless of their background. Knowledge, skills and understanding are taught in

ways that suit pupils' current attainment, and care is taken that all learning is appropriate so that pupils can make progress and show what they can achieve.

Every child is entitled to be taught R.E.. R.E. develops a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith or cultural background of any pupil.

In order to provide access to learning and to meet pupils' diverse needs, specific action will be taken by staff to:

- Create effective learning environments, providing for pupils who need additional support with communication, language and literacy;
- Provide a multi-sensory approach using a variety of media;
- Provide equality of opportunity through teaching approaches and personalisation of tasks and materials as appropriate.

Teaching R.E. to children with special needs

At Templemoor Infant and Nursery School we recognise our responsibility to provide a broad and balanced curriculum for all our pupils. Through our R.E. teaching we provide learning opportunities that match the needs of children with specific learning needs and those children who are more able. We take into account the targets set for individual children in their Individual Education Plans (IEPs).

As teachers we make sure we:

- Set suitable learning challenges;
- Respond to pupils' diverse learning needs;
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Spiritual, Moral, Social, Cultural development (SMSC)

RE provides children with the opportunity to reflect about different cultures and religions from around the world. We aim to develop an understanding and acceptance of different views and customs from across the globe. SMSC is at the heart of our school's ethos. This is achieved in RE through assemblies, visitors and celebrating different festivals as well as our cross curricular thematic lessons.

British Values/The Prevent Duty

In all subject areas, children are encouraged to learn about working together in pairs and groups and treating others with respect and tolerance, regardless of background. Children develop an understanding of rules within school and society in order to be prepared for life in modern Britain. Lessons, assemblies and our whole school ethos encourage children to learn about decision-making, making informed choices, debating and democracy. We link the PREVENT agenda to our curriculum to enable our children to make informed choices around how to be a good citizen and demonstrate good British values. We ensure that our school vision, values, curriculum and teaching promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are the necessary documents and practices in place to safeguard and promote children's welfare.

Collective Worship

Collective Worship is separate to the teaching of R.E., though strands of Collective Worship may be used to enhance the R.E. curriculum. (See Collective Worship Policy)

Withdrawal from R.E. lessons

The governors recognise parental rights to withdraw their children from R.E. lessons in accordance with the 1988 Education Reform Act.

If parents wish to withdraw their child/children from R.E. lessons they need to:

- Collect and complete a 'Parent request for child to be withdrawn from R.E.' form from the school office, or download a copy from our school website (see Appendix 1);
- Meet with the Headteacher to discuss their concerns. Whilst the meeting is not a means to change parents' minds, it is necessary for the Headteacher to ensure that parents are fully informed about the important role that Religious Education plays in the curriculum and the school's responsibility to promote British Values and fulfil its safeguarding duties;
- Establish with the Headteacher the practical implication of the withdrawal.

Withdrawn children will not complete R.E. work. They will be provided with work activities and complete them independently in class during R.E. lessons.

Role of the Subject Lead

Mrs Leigh is the named subject lead responsible for co-ordinating the teaching of R.E. throughout the school.

The subject lead will:

- Provide a strategic lead and direction for R.E. in the school;
- Provide support, advice and resources to members of staff;
- Monitor the quality of teaching of R.E. across the school and outcomes for all children, revising policies and supporting staff with the planning of R.E. where necessary;
- Attend relevant training and keeping up to date with current developments in the subject and support staff through relevant INSET sessions;
- Monitor the use and need of resources throughout the school;
- Produce an annual action plan which indicates areas for further improvement.

Links to other Policies

This R.E. Policy is written in conjunction to and linked with the following:

Collective Worship Policy

PSHE Policy

Preventing Extremism and Radicalisation Policy

Equality Policy

Teaching and Learning Policy

SEN Policy

Marking and Feedback Policy

Educational Visits Policy

Safeguarding Policy

British Values Statement

Religious Believers Visiting Schools, Guidance and a Code of Conduct

Templemoor Infant and Nursery School

Parent request for child to be withdrawn from R.E.



(A separate form needs to be completed for each child in school for each academic year)

Full name of child	
Date of Birth	
Current Class	

Please complete the boxes below:

I request that my child is withdrawn from the following aspects of Religious Education lessons: (please explain the elements of Religious Education that you wish your child to be withdrawn e.g. religious education lessons, religious education lessons which focus on specific religions, visits to places of worship, listening to visiting faith speakers, in class discussions about religion with staff and children).

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The reasons for my wish to withdraw my child from religious education is: (please outline your reasons in the box below – this section is optional but will help the school understand your reasons and assure the school that it has communicated effectively about the teaching of R.E.).

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I confirm that I have fully understood the content of the R.E. Syllabus and how it is taught in school and that whilst exercising my right to withdraw my child from Religious Education I fully support the school's aims and values. I have been encouraged to promote in my child a tolerance of, and deep respect for, people's freedom to practice the religion and beliefs of their choosing and live their life the way they choose.

Name of Parent	
Signature	
Date	