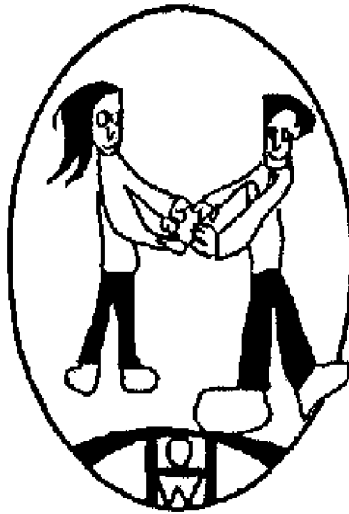


Howbridge Infant School



RE Policy

Date last reviewed by Governing Body: October 2024

Aims and priorities for subject teaching and learning

Our principles and aims for Religious Education are adopted from the Essex Agreed Syllabus 2022. This syllabus focuses on children looking at RE through a multidisciplinary approach. It is our principle to provide a religious, cultural, social, spiritual, and moral education which is rich and varied, challenging and inspiring and which enables every individual to fulfil his or her potential to the highest possible standard.

We encourage and promote children to grow as kind and respectful individuals and we aim:

- to provide opportunities for them to grow and develop in personal, moral, social, cultural and aesthetic, and religious awareness
- for children to learn about the world of religion and to relate this to their own experiences
- to help children develop an awareness of themselves as individuals and to reflect on, share and defend their own beliefs, values and attitudes.

Every child will develop:

- an awareness of their immediate environment, of themselves as individuals within a community and of other people's customs and beliefs
- the ability to empathise, reflect and question
- feelings of self-worth, of awe and wonder, joy and sadness, love, trust and security - the ability to express their feelings and thoughts and to listen to and value others.

Throughout Key Stage 1, learning focuses on a variety of religions; 50% of RE taught must be related to Christianity, with the rest shared out between Hindu, Judaism, Islam, as well as looking at Humanist views as children become more familiar with RE in Year 2. The intention is to enable children to become aware that people in this country and across the world adhere to many different religions, each with their own beliefs, practices, special stories, places of worship, holy people and festivals. During Key Stage 1, children learn different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Children ask relevant questions and develop a sense of wonder about the world. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Sources used for the scheme of work

Our RE curriculum stems from the Essex Agreed Syllabus 2022. We are following the Saffron Academy Trust RE Scheme. The scheme focuses on children looking at RE through a multidisciplinary approach. It encourages children to look at Religion through three lenses; Theology, Philosophy and Human/Social. It develops the children's awareness and understanding of religions through enquiry. All staff have access to the syllabus held on the computer server.

Visitors

Visitors from a variety of faiths are encouraged to come into school and talk to the children or share their experiences, making events come alive to support learning within RE units. Learning is supported through discussion, questioning and role-play activities.

Strategies for teaching

Delivery is varied, involving whole school, class, group and individual work. There are cross-curricular links with Science, Geography, History, Music, Computing, PSHE and Dance. Artefacts, music, role-play, stories, videos, questioning and computers (including iPads and Chrome Books) are used to support learning. In Reception, the Essex Agreed Syllabus 2022 is introduced to the children by encouraging them to think and discuss a variety of questions, as found in the syllabus. This teaching is planned and linked to the following areas of learning:

Personal, Social and Emotional Development and Understanding the world.

"All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage" (National Curriculum 2014) This is shown in our assemblies on School Jotter or and through sharing our school poem as a part of everyday practice. This is displayed at the front of the hall.

Planning, marking and feedback

RE planning is incorporated into each year group's medium term and weekly planning. Children are encouraged to ask questions to extend their knowledge and understanding. Learning objectives are shared with the children to ensure the highest achievement opportunities for all. Marking is based on positive feedback, both orally and written to share achievement and next steps to ensure progression of learning through the units. Written feedback is shared using the school's policy.

Assessment, recording and reporting

Assessments are made regularly and are recorded following school and National guidelines. Assessment is made through observation, listening and written ideas. Teacher's assessments are used to support planning for the next unit of work to ensure progression of learning for all and gaps to be addressed. The member of staff responsible reviews the class teacher assessments within the termly subject reviews in order to track, review and monitor. In Reception, RE is evidenced through observations and some activities are recorded in each class's floor books. In year 1 and 2, RE is evidenced through quotations and pictures, this is recorded in the class floor book or in each child's topic book. Work samples are monitored annually and collected to show progression of learning throughout the school and to support assessment.

Inclusion - equal opportunities, racial awareness, gender, more able, SEN

We aim to set suitable learning targets, respond to pupil's diverse needs and overcome potential barriers to learning. Work and approaches are adapted to support individual SEN needs so that all children can meet the learning intentions and barriers are removed for all children. Children who are identified as exceeding the end of year expectations for their age range will have their knowledge deepened and stretched to master skills and knowledge.

Racial diversity will be taken into account to ensure that religions from all children's backgrounds are explored and celebrated. When moral, racial and ethical issues occur, staff are prompt at supporting children to discuss these in a politically correct manner. This could include respecting and caring for one another, behaviour in the playground and looking after new children in school.

Caring, co-operation, self-awareness, relationships, independence and self-discipline are aspects of development that are strongly encouraged at Howbridge Infant School and are further referred to in the PSHE policy. Whole school values (Respectful, Kind and Curious) are used to support the positive development of children's attitudes and beliefs towards themselves and others. These values will be displayed prominently in the school hall and in each classroom. All staff members have a role in promoting and reinforcing these values.

Parents have the right to withdraw their children from explicit RE teaching. An opportunity is provided for them to discuss relevant questions with the teaching staff and, if necessary, appropriate arrangements will be made. If they wish to withdraw their child, we request that this is in writing and that it is for individual units not individual lessons.

Resource use, monitoring and acquisition

The school manual for budget holders sets out the financial regulations and procedures for the

acquisition of resources. Day-to-day support for RE delivery and resourcing is provided by the RE co-ordinators. All resources are reviewed annually and new items bought on a priority basis, according to the budget for the academic year.

Links with other subjects

There are strong cross curricular links that are shown in each year's weekly plans. SMSC and PSHE development is integrated across the RE curriculum to enable children to:

- develop, share and discuss their own views and opinions
- respect the views of others, including those of other religions and cultures
- develop, question and reflect on their own principles, beliefs, attitudes and values
- develop recognition that their principles, beliefs, attitudes and values influence, inspire or guide them in life.
- create a sense of identity, self-worth, personal insight, meaning and purpose

Monitoring and evaluation of teaching and learning

- Procedures for monitoring teaching and learning are set out in subject management, assessment and other support policies.
- Monitoring takes place through classroom observation, scrutiny of planning, work sampling and discussions with staff and pupils by the RE Co-ordinators. Assessments are reviewed by the RE Coordinators to ensure progression for learning across the school and provide action points to develop learning skills further. These are reviewed by the coordinators and shared with teaching staff.

Staff and school development

Areas for review and development are identified through group and whole staff discussion. School-led training, such as at staff meetings, led by the curriculum coordinators are used to support teachers' development and understanding of RE teaching, assessment and learning. Action plans are created and reviewed by the RE co-ordinators termly to address school development needs and to progress teaching and learning in RE.

Review

This policy will be reviewed annually, taking into account changes to the local agreed syllabus and requirements.

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October 2024