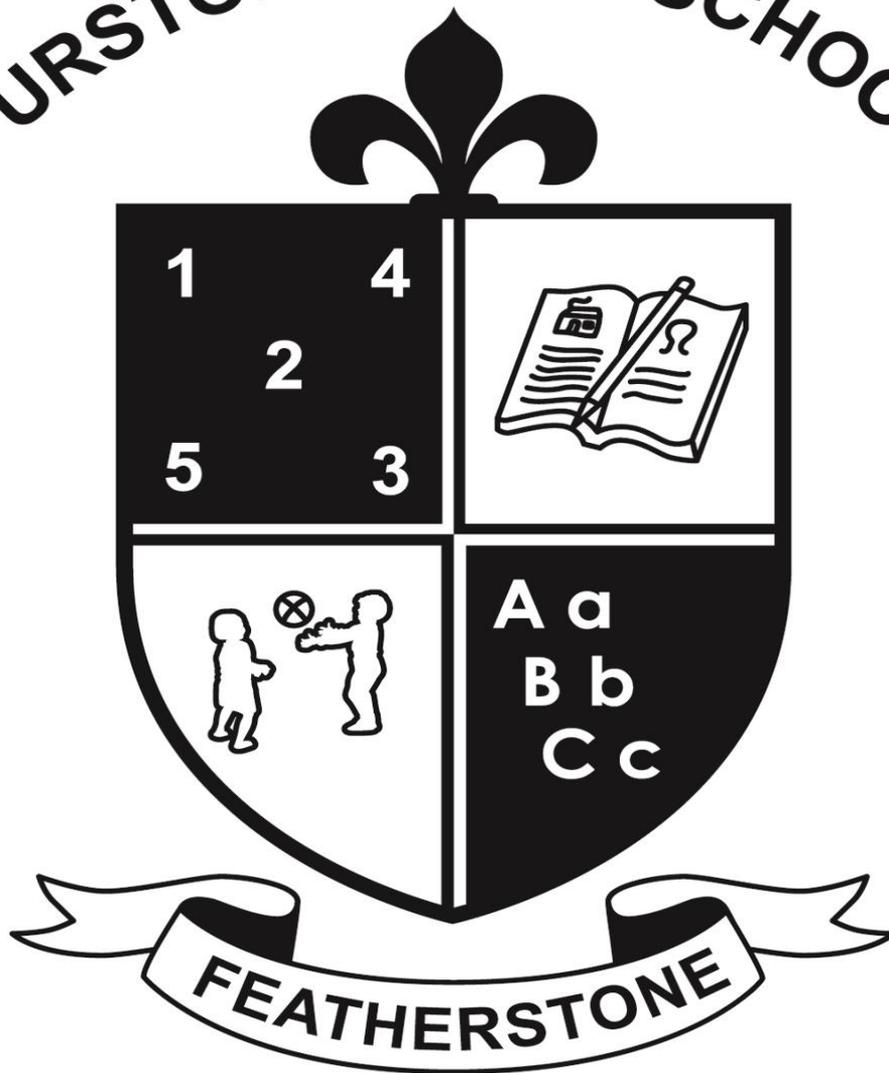


PURSTON INFANT SCHOOL



## Religious Education (RE) Policy

At Purston Infant School, Religious Education enables our children to ask and answer challenging questions about meaning and purpose in life, beliefs, ultimate reality, issues of right and wrong and what it means to be human. They will gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence and learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ. We provide our children with opportunities for them to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They will be equipped with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Our children are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.

### **Aims and objectives**

The intent of our RE curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, they will become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living. We provide our children with opportunities for them to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They will be equipped with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Our children are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews. School has identified key intentions that drive our RE curriculum

### **Teaching and learning style**

RE is taught in termly blocks. We use a range of teaching and learning styles, including activities such as discussion, role-play, religious stories, games, circle-time, problem-solving activities, use of artefacts and outdoor learning. At Purston Infant School, children are informed about a variety of religious festivals that take place throughout the year to demonstrate how people with different religious beliefs live and worship alongside each other

## **RE Planning**

### **Key Stage One**

At Purston Infants school we follow 'The Wakefield Agreed Syllabus'. This agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Hinduism and Judaism. Furthermore, children from families where nonreligious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study.

Through whole class teaching, children will learn about and from Christianity, Hinduism and Judaism through three key strands:

**BELIEVING-** Religious beliefs, teachings, sources, questions about meaning, purpose and truth.

**EXPRESSING-** Religious and spiritual forms of expression, questions about identity and diversity of God/Prayer/Festivals.

**LIVING-** Religious practices and ways of living, questions about values and commitments.

In Key Stage One, Each unit of work includes:

- The Big Picture, what they will be learning and what they have been taught in previous year groups, to show how this builds upon their previous learning.
- A daily review to provide feedback and consolidation from previous learning, using a variety of teaching strategies.
- Realistic and relevant information.
- Specific key vocabulary and its meaning.
- Opportunities for the children to work interactively, using other curriculum areas e.g music, drama, art, with the teacher acting as the facilitator.
- Individual reflection on the learning

### **RE in the Early Years Foundation Stage**

At Purston children in EYFS will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. Children will be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They will be given opportunities to ask questions and reflect on their own feelings and experiences.

### **Spiritual, Moral, Social and Cultural Development**

The 'spiritual' should not be confused with 'religious'. Spiritual development refers to the aspects of the child's spirit which are enhanced by school life and learning, and may describe the 'spirit' of determination, sharing or open-mindedness. Spiritual development describes the ideal spirit of the school.

RE at Purston supports this by promoting:

Self-awareness, curiosity, collaboration, reflection, resilience, response, values and appreciation.

**Moral Development:** Moral development is about exploring and developing pupils' own moral outlook and understanding of right and wrong. It is also about learning to navigate the fact of moral diversity in the world. RE is extremely well-suited to exploring social and personal morality in significant ways through valuing others, moral character development and moral diversity.

**Social Development:** Social development refers to the ways young people are shaped in schools with an eye on the sort of society we wish to create in the future. Developing children and young people socially means giving them the opportunities to explore and understand social situations and contexts they may encounter in school or outside. In the RE classroom, such social situations may include exploring: shared values, idealised concepts, moral sources, influences, social insight, role models and experiential learning.

**Cultural Development:** There are two meanings associated with 'cultural' development, and RE embodies both of them.

Firstly, the term refers to the pupils' own home culture and background, whether religious or not, and secondly the term describes our national culture. Schooling should prepare all young people to participate in Britain's wider cultural life, whatever their own background. Cultural development could be evident in RE in two major ways: own culture and wider culture.

### **SEND**

As a curriculum leader in RE, I recognise the importance to ensure that children with identified Special Educational Needs and/or Disabilities have access to an ambitious Religious Education curriculum. Within the curriculum area of RE, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

### **Right of withdrawal:**

This was first granted when RE was actually religious instruction and carried with it connotations of induction into the Christian faith. RE is very different now- open,

broad, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is our school's aim to ensure that the aims and values of RE are understood before honouring this right.

### **Visits and Visitors**

At Purston Infant School great value is placed on outside visits, whether it be in the local church or other places of worship. The visits are designed to contain a wealth of stimulating material linked with the topic being covered or a specific curriculum area. Children are encouraged to observe, ask questions and record their visit in a variety of ways. Work in the classroom can be reinforced by the visit or it can be a starting point.

### **Assessment and Recording**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Pupil's achievements will be assessed using the criteria within the programme of study. Assessment requires teachers to know what individual pupils know and can do. The learning outcomes on each key question will be used to devise appropriate learning activities which will enable pupils to secure their understanding and skills.

The progress of all pupils will be tracked and their achievements will be measured against the 'emerging, expected and exceeding' outcomes for each key question taught. In order for pupils to achieve the end of key stage outcomes, high expectations will be set early in the key stage, in terms of the matters, skills and processes of RE, which will enable pupils to reach the highest possible standards for all groups of pupils.

In the Foundation Stage children are assessed using criteria from

'Development Matters' stages and the EYFS profile. This information is forwarded to the next class teacher at end of the summer term.

### **Resources**

Resources are located in a central location in the shared area and are provided for all religions taught within our scheme of work. We have strong links with the local

Church who come and deliver assemblies in school and provide links to other religious settings to help develop further RE through school.

### **Monitoring and review**

This is monitored by the RE coordinator (Hayley Millward), against the OFTSED criteria. Feedback is given to raise standards in planning and teaching, linked to the key issues identified on the School Development Plan.

### **Health and Safety**

At Purston Infants we try to maintain high safety standards. Risk assessments are carried out for outside visits- see policy for outside visits. Children should always be encouraged to consider safety when they plan and carry out an activity and when working with each other see Health and Safety Policy for further details.