



# FULMER INFANT SCHOOL

## RELIGIOUS EDUCATION POLICY

### Introduction

There are four main purposes to this policy:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school
- To state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

### Aims and objectives

Religious education (RE) enables children to investigate and reflect on some of the most fundamental questions asked by people. At Fulmer Infant School, we develop the children's knowledge and understanding of the major world faiths and any other faiths which are represented at Fulmer Infant School. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

The aims of RE are to help children:

- Develop an awareness of spiritual and moral issues in life experiences
- Develop knowledge and understanding of Christianity and other major world religions and value systems
- Develop an understanding of what it means to be committed to a religious tradition
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
- Develop investigative and research skills
- Have respect for other peoples' views and to celebrate the diversity in society.

### The legal position RE

Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that RE is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from RE classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach RE, but only after they have given due notice of their intention to the school governors.

The RE curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Buckinghamshire's SACRE Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

## **Teaching and learning style**

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Christmas, Eid etc. to develop their religious thinking. We invite representatives of local religious groups to come into school and talk to the children and to lead whole school assemblies.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as festivals. Children discuss religious and moral issues using computers and working individually or in groups.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- Grouping the children by ability in the room and setting different tasks for each ability group
- Providing resources of different complexity, adapted to the ability of the child
- Using teaching assistants to support the work of individuals or groups of children.

## **Curriculum planning in RE**

We plan our RE curriculum in accordance with Buckinghamshire's SACRE Agreed Syllabus. We ensure that the topics studied in RE build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in RE in three phases (long-term, medium-term and short-term). The long-term plan maps the RE topics studied in each term during each key stage.

Our medium-term plans give details of each unit of work for each term.

The class teacher writes the plans for each lesson and lists the specific learning objectives and success criteria for that lesson. S/he keeps these individual plans.

## **Early Years Foundation Stage**

We teach RE to all children in the school, including those in the reception class.

In reception classes, RE is an integral part of the topic work covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

Additional RE topics covered throughout the year are outlined in the long term plan and taught weekly within the reception classes.

## **Contribution of RE to the teaching of other subjects**

### **English**

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

### **Information and Communication Technology (ICT)**

We use ICT where appropriate in RE. The children find, select and analyse information, using the internet and CD ROMs. They also use ICT to review, modify and evaluate their work and to improve its presentation.

### **Personal, Social, Health and Citizenship Education (PSHCE)**

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

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

Through teaching RE in our school, we provide opportunities for spiritual development. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

## **Teaching RE to children with special educational needs**

At our school, we teach RE to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the SACRE agreed syllabus allows us to consider each child's attainment and progress.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention will lead to the creation of a support plan for children with special educational needs. The support plan may include, as appropriate, specific targets relating to RE.

We enable pupils to have access to the full range of activities involved in learning RE. Where children are to participate in activities outside the classroom, for example, a visit to a mosque, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **Assessment and recording**

We assess children's work in RE by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the expectations of the unit.

The RE Co-ordinator keeps samples of children's work.

## **Resources**

We have sufficient resources in our school to be able to teach all our RE teaching units. We keep resources for RE in the store room.

## **Monitoring and review**

The RE co-ordinator is responsible for monitoring the standards of the children's work and the quality of the teaching in RE. S/he is also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

## **Related Policies and Other Documents**

Able, Gifted and Talented Policy  
Assessment Policy  
Curriculum Policy  
Inclusion Policy  
Marking & Feedback Policy  
School Improvement Plan  
SEN Policy  
Teaching and Learning Policy