

# SLADEFIELD INFANT SCHOOL

## Religious Education Policy

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# Religious Education Policy

Sladefield Infant School

September 2019

## 1. Mission statement

At Sladefield Infant School religious education is based around the principals of our school aims to 'Be Happy, Be Healthy, Be Safe, Always Do Your Best'. It links closely with the school's Values and the Unicef Rights Respecting articles which state the Rights of the Child.

This policy was drawn up in collaboration with the Head teacher, R.E. coordinator, and the school governors.

## 2. Rationale

"Religious Education aims at spiritual, moral, cultural, and social development and prepares pupils for a future in society by:

1. Learning from faith
2. Learning about religious traditions" (Birmingham Agreed Syllabus for Religious Education 2007)

It enables and encourages pupils to develop their own beliefs and values. It also encourages a knowledge and understanding of religion and the world around them, which helps to prepare them for life in a society characterized by diversity.

RE at Sladefield Infant School provides opportunities for children to:-

- Develop knowledge and understanding of Christianity and Islam, and of the other religions represented in Great Britain
- Provide opportunities for learners to understand and to make links between the beliefs, practices and value systems of different faiths
- Develop an interest in and enthusiasm for the study of religion and enhance their own spiritual, moral, social and cultural development
- Develop the ability to make reasoned, informed and creative responses to religious and moral issues.

### **3. Breadth and Balance**

The following religions will be studied:-

- Early Years Foundation Stage: - themed topics based upon children's own lives and experiences.
- Key Stage One: - The study of Christianity and aspects of Hinduism, Judaism and Islam.

At Sladefield Infant School we base our teaching and learning 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.

The teaching and learning in RE enables 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, Easter, Eid, Diwali etc. to develop their religious thinking. We also organise visits to local places of worship and invite appropriate representatives of local religious groups and charity organisations (Birmingham City Mission) to come into school (prior to meeting with the R.E Co-ordinator and Leadership team) and talk to the children.

#### **Skills, processes and attitudes developed through RE**

##### *Reflection*

- On feelings, relationships, experiences, beliefs and practices.

##### *Empathy*

- Considering and valuing others.
- Identifying feelings such as love, wonder and forgiveness.
- Seeing the World from another point of view.

##### *Investigation - this includes:-*

- Asking relevant questions.
- Knowing how to gather information from a variety of sources.
- Knowing what might constitute evidence for justifying beliefs in evidence.

*Interpretation - this includes:-*

- Drawing meaning from artefacts, works of art, music, poetry and symbolism.
- Interpreting religious language.
- Suggesting meanings of religious texts.

*Evaluation - this includes:-*

- Debating issues of religious significance with reference to evidence

*Analysis - this includes:-*

- Distinguishing between opinion and fact.
- Distinguishing between different features of different religions.

*Synthesis - this includes:-*

- Linking significant features of a religion together in a coherent pattern.
- Connecting different aspects of life into a meaningful whole.

*Application - this includes:-*

- Making the association between religion and individual, community, national and international life.

*Expression - this includes:-*

- Explaining concepts, rituals and practices.
- Expressing religious views and responding to religious questions through a variety of media.

At Sladefield Infant School, we also aim to develop self-awareness, respect for all, open-mindedness, appreciation and wonder as attitudes that are at the heart of RE.

#### **4. School Values**

At Sladefield, we have eleven Values that we believe underpin everything that we do;

- Achievement
- Commitment
- Trust
- Caring
- Excellence
- Community

- Respect
- Equality
- Friendship
- Enjoyment
- Responsibility

Values are principles that guide our thinking and our behaviour. At Sladefield, every individual is valued for who they are and what they contribute to the school. Values are intended to support the personal, social, moral and spiritual development of every pupil throughout the school.

The whole staff team, parents and pupils are involved in promoting values and recognising where others are 'living the values'. The values developed have been selected as values which are important within our school community and which will be important throughout life.

The teaching and learning of RE at Sladefield significantly focuses on the consideration and implementation of our school Values and they are clearly stated on all planning and discussion evidence.

## **5. Unicef Rights Respecting School**

At Sladefield, we believe that every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

Sladefield is currently a Silver Accredited Rights Respecting School. The school recognises that the Unicef United Nations Convention on the Rights of The child (UNCRC) Articles have strong links to our own school values, and specific links have been made in our RE curriculum to enable the whole school to be able to reference these. As such, it is often the case that not only are children demonstrating a value celebrated, the Article and right that this links to is also often referred to and celebrated.

The children are encouraged to act upon these rights, and this has been developed over time through Circle Times and discussions in RE, and religious based assemblies. We ensure that corridor displays have a link to the Articles, enabling our children, and the wider community, to see how the work we do at school, and key focuses we have in RE and our broad curriculum, link effectively to the rights that the children have. Through discussions with children across the school, it is clear that they have an understanding as to how the Articles chosen by the school have an impact on their own lives, and how the school enables them to access these rights.

## **6. Cross-curricular Links**

As well as making its own contribution to the school RE contributes to the wider aims of primary education. Our festival celebrations work has strong links with art, DT, music drama, PSHE, Collective worship and **SMSC**. Through discussion, RE contributes to the development of speaking and listening. In Key Stage 1 reading and writing are an essential part of finding out and communicating an understanding of RE.

In the Early Years the links are even more evident because of the structure of the Early Learning Goals and learning through play.

### **Links with Numeracy**

- Sequence events using ordinal numbers (as in the Chinese New Year)
- Order religious events by direct comparison
- Place celebrations personal to them in charts and graph of preference

### **Links with Literacy**

- Listen, understand and respond to others.
- Remember specific points of interest.
- Make relevant comments.
- Ask questions to clarify understanding.
- Understand that texts about some topics may contain different information or similar information in different ways.
- Speak clearly, fluently and confidently to different people.
- Convey knowledge, skills and understanding in writing.
- Use language and actions to explore and convey situations, characters and emotions.

### **Links with Science**

- Find out about similarities and differences between themselves and others and to treat others with sensitivity.
- Group living things according to similarities and differences.
- Identify similarities and differences between what they believe and way in which they affect others.

### **Links with other Foundation Subjects**

- Geography - Recognise the original places of religious observance. Study the places of different faiths and cultures.

- History - Learning about the past, important events and people during that time.
- Art - Learning about art from a variety of cultures, through looking, reading, discussion, and making connections with their own work
- Music - Music from different cultures
- PE - Various performances and assemblies

### **Links with ICT**

ICT can help children's learning of RE by providing a range of information sources to enhance their knowledge and understanding of religious beliefs, practices and expression e.g. providing access to images of religious buildings and people actively expressing their faith.

### **Links with Spiritual, moral, social and cultural (SMSC) development, Collective Worship, Citizenship and PSHE**

The QCA 2000 documents quotes the links as follows:

- RE promotes the values and attitudes needed for citizenship in a democratic society by helping pupils to understand and respect people of different beliefs, practices and cultures. Similarities and differences in commitment, self-understanding and the search for truth can be recognised, respected and valued for the common good.
- RE deals with religious and moral beliefs and values that underpin individual choices and behaviour, social policies and practices and concepts and patterns of health.
- We believe children should learn about different faiths and show respect towards them. Any strong views will be challenged by the teacher and linked to the Prevent Agenda policy.

Through teaching RE at Sladefield, we provide opportunities for spiritual development. Children consider and respond to moral and ethical questions. We help them to recognise the difference between right and wrong also through questioning and quiet reflection. We enhance their social development by helping them to build a sense of identity in a diverse society. They also explore issues of religious faith and values and which helps develop their knowledge and understanding of the cultural context of their own lives.

## **British Values**

All staff are committed to developing with the children the language needed to express their views, emotions and feelings so that children are able to negotiate with their peers and resolve any disagreements peacefully. We actively seek opportunities to enhance pupils' understanding of their place in a culturally diverse society by giving them opportunities to experience such diversity through the real life experiences of their peers. Our assemblies, lessons and discussions reinforce messages of tolerance and respect for others. We actively promote diversity through celebrations of different faiths and cultures.

## **Trips**

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. To broaden pupil's knowledge further, we organise trips to visit local places of worship. Reception visit a church, Year 1 visit a mosque and the local unity hub church, and Year 2 visit the Gurdwara temple.

## **7. Legal Requirement/ Organisation**

All pupils at Sladefield Infant School are entitled to receive a programme of teaching and learning in Religious Education in line with The Birmingham Agreed Syllabus 2007. This conforms to national legislation which states that an agreed syllabus should

...reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principle religions represented in Great Britain. (Education Reform Act 1988)

The advised time for teaching RE during Key Stage 1 and Reception is 72 hours. This has been divided into block units of approximately 4 hours per each half term. This currently allows for a weekly lesson of 30 minutes in Years 1 and 2 with a more flexible approach to the timing in Early Years. However many of the activities carried out at the times of festival celebrations will be cross-curricular and more time may be spent on RE on such occasions e.g. making cards for Diwali, Eid, and Christmas; learning songs to celebrate various festivals; drama and role play to celebrate festivals.

## **6. Factors to be used in identifying and selecting the religious traditions to be studied**

The Birmingham Agreed Syllabus has devised schemes of work that are affiliated to specific religious traditions. When selecting the religious tradition to be studied at Sladefield Infant School, the following points were taken into account;

- \* the family background of all the children
- \* the historic and cultural roots of Birmingham and Britain in the traditions of Christianity
- \* the need to deepen the spiritual and moral dimension
- \* the need to build social cohesion and solidarity
- \* the need to challenge and engage pupils, by meeting their learning requirements irrespective of age, aptitudes and daily experience.

## **7. Equal Opportunities / Inclusion**

At Sladefield Infant School religious education is taught to all children, whatever their ability and individual needs. Religious Education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to learn. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. Every attempt is made, therefore, to ensure that materials used are appropriate to a range of abilities, aptitudes, interest and reflect the multicultural society we live in. The Birmingham Agreed Syllabus for R.E provides opportunities for all pupils, regardless of their gender, race, academic ability and social background.

## **8. Assessment and Record Keeping**

Assessment is made through highlighting the R.E statements which we have devised for the children in our school. This will help us to ensure we can track the progress. The statements highlighted will be evidenced from observing children's work, discussions around R.E, questioning, talking and listening to pupils and considering materials produced by the children. Short term formal assessments by the teacher are linked to units of work approximately every half-term. Parents are also informed of their child's progress at the end of year in the year reports.

- **Right of Withdrawal**

Parents retain the right to withdraw their children from any form of Religious Education under the 1988 Education Reform Act. This right is made clear to parents/carers in our school prospectus. Requests to withdraw children must be made in writing and discussed with the Head teacher so that alternative arrangements can be made.

Sladefield Infant School recognises that all staff have the right to withdraw from religious education lessons in school; the right to withdraw on religious grounds is recognised and will be upheld.

- **Review**

This policy is to be reviewed annually in light of any changes in the legal requirements for this subject area.