

# **QUEEN'S DRIVE INFANT SCHOOL**



## **RELIGIOUS EDUCATION POLICY**

**March 2020**

## **Introduction - The legal position of Religious Education**

Our school curriculum for Religious Education meets the requirements of the 1998 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in the Reception classes who are less than five years old. The ERA allows parents to withdraw their child from Religious Education classes if they so wish, but parents are requested to consult with the Headteacher so that the correct procedures are followed and explained. The ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention to the school governors. Our school RE curriculum is based on the Peterborough 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.

## **VISION**

Children become well-rounded individuals who appreciate different people and the ways in which they may choose to live, preparing them for life in modern Britain.

## **AIMS/ INTENT**

The aim of Religious Education at Queens Drive is to support children to gain a knowledge and understanding of Christianity, Islam and Hinduism, to appreciate that individuals come from a variety of backgrounds and may choose to live their lives in different ways. We also aim to develop children's reasoning skills for them to make informed judgements about religious and moral stories.

We believe that fostering a good understanding of religions/ways of life will help to support children to become respectful members of our diverse community.

## **IMPLEMENTATION / ORGANISATION**

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 Easter, Diwali and Eid etc., to develop their religious thinking. We organise visits to local places of worship, e.g. our annual Christingle Service and visits to the Mosque/ Hindu temple. We invite representatives of local religious groups to come into school and talk to the children.

Children are given the opportunity to help prepare and take part in special assemblies during Christmas time.

During lessons, we use the Teaching backwards approach and incorporate cross-curricular links. During an RE lesson we:

- Pre-assess children's knowledge and understanding
- Teach (taking into account their pre-assessments), showing children the goal and encourage them to think of how to get there.
- Cater to the different needs of the children, using cross-curricular activities
- Observe children as they learn
- Give feedback and challenges

## PLANNING

We plan our Religious Education curriculum in accordance with the Peterborough 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.

The long-term plan maps the religious education topics studied in each term. The RE subject leader works out this plan in conjunction with teaching colleagues in each year group. The co-ordinator also ensures that all teaching staff have access to the RE progression document which highlights each topic for each key stage in more detail. Teaching staff will also be encouraged to use the Agreed Syllabus to plan individual lessons alongside the long-term plan and progression document provided by the RE Co-ordinator.

In EYFS, Religious Education is part of the area of learning; Understanding the World. Some Early Learning Goals relate specifically to the children's developing understanding of their own and others religion and culture. RE is an integral part of the topic work covered during the year and the day to day activities and relationships. The long-term plan/progression document mentioned above are also used to plan appropriately for children accessing the EYFS.

Through our Religious Education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship as reflected by our school's Behaviour Policy, by teaching respect for others and the need for personal responsibility. Children are encouraged to be tolerant and have an understanding of others in society. SEAL Themes are also included in assembly topics.

Through teaching Religious Education in our school, we provide opportunities for spiritual development. Children are encouraged to consider and respond to questions concerning the meaning and purpose of life, e.g. the death of a pet, the response to national/international tragedies. 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 are encouraged to explore issues of religious faith and values and, in so doing they begin to develop their knowledge and understanding of the cultural context of their own lives.

British Values are promoted through our SMSC development.

The fundamental British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs and for those without faith

As a school, we encourage children to develop their behaviours and to be respectful for others through avenues such as assemblies and religious visits. We promote tolerance of those of different faiths and religions by showing respect for the differences between us, whether it's religion, background, beliefs or opinions.

At Queen's Drive Infant School, we recognise the valuable role which RE has in supporting community cohesion. Learners have opportunities to participate in the community and to work with others from a variety of ethnic, religious, non-religious and different social backgrounds. The curriculum reflects local, national and global issues and themes.

### Resources

We have enough resources in our school to be able to teach all our Religious Education teaching units and are constantly on the lookout for anything that would continue to enhance the teaching of RE in our school. We keep the resources for RE in a central store in the school. There is a class set of bibles, a wide collection of religious artefacts, which we use to enrich teaching in Religious Education. The school library has a good supply of RE topic books and computer software to support the children's individual research.

## IMPACT / ASSESSMENT AND MONITORING

We assess the children's work in Religious Education by making informal judgements as we observe work during lessons. We mark a piece of work once it has been completed and we comment as necessary.

Recording of the children's work may be a classroom display or assembly that is then photographed by the RE Co-ordinator. Photos and samples of the children's work are then kept as necessary evidence of work covered.

Governors and Headteacher are ultimately responsible for monitoring the overall standards of the teaching in Religious Education. The work of the RE Co-ordinator involves supporting colleagues in the teaching of Religious Education, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The RE Co-ordinator will consult with the Headteacher on the direction and provision of RE within the school with reference to the School Development Plan (SDP).