

HOLT FARM INFANT SCHOOL

R.E. POLICY 2015

- R.E helps pupils to make sense of religion, to appreciate its influence and to understand the part that it has played and continues to play in many people's lives.
- R.E. contributes towards pupils' understanding of their own culture and other peoples' cultures world views and beliefs.
- R.E. provides opportunities for pupils to explore the spiritual dimension of experience and to reflect upon their inner feelings, questions, thoughts and experiences.
- R.E. makes significant contributions to:
 - spiritual, moral, social and cultural development
 - cross-curricular dimensions, especially equal opportunities and education for life in a multicultural society.
 - cross-curricular themes, especially environmental education and PSHE.
- R.E. has a significant contribution to make to all the aims of the school. In particular it supports the overall aims by developing well reasoned spiritual ideas. It encourages children to be tolerant and respectful of the beliefs of others.
 - It supports the vision of Holt Farm Infant School by respecting the views of individuals.

R.E. is a statutory subject within the basic curriculum. It has 'equal standing in relation to National Curriculum subjects within a school's curriculum'. (DFE Circular 1/94) R.E. must be taught in accordance with the requirements of 'Open Worlds', the Essex agreed syllabus for R.E.

Links with School Aims

The policy pays full regard to the aims of the school-

- "To provide a happy, caring well-ordered environment, in which children feel safe, secure, valued and respected."
- "To provide a stimulating environment that will enlarge the child's knowledge, experience and imaginative understanding and motivate natural curiosity."
- "To provide a well structured balanced curriculum that will help the child to acquire knowledge and skills relevant to adult life in a rapidly changing society."
- "To encourage each child to be considerate, co-operative, courteous, tolerant and respectful."
- "To promote confidence, self-discipline and a high self-esteem."

Entitlement

All pupils are entitled to have access to the RE curriculum regardless of ability, race, gender, cultural background or any physical or sensory disability. The policy pays full regard to the school's Equality Objectives.

Aims of the Policy

- *'Religious education seeks to open the world of religion for pupils, help them discover a range of possibilities within that world and relate this exploration to their own experience'* **Open Worlds.**

In order to learn about religion, children will need to develop an awareness of the aspects of human experience in which religion is rooted - this is referred to as **implicit R.E.**

They will need to develop an ability to empathise with what it means to be religious and to appreciate the implications of religious beliefs - this is referred to as **explicit R.E.** These aspects, in which religion is rooted, are sometimes referred to as the spiritual aspects.

- *'Religious education seeks to assist pupils in their own quest for identity, meaning and purpose, and to help them mature in respect of their own beliefs, values and attitudes'* **Open Worlds.**

This is concerned with learning from religion. Children will need to develop the ability to think about and evaluate their own beliefs, ideas, perceptions, values, attitudes and experiences in the light of what they have learnt.

Learning from religion does not mean learning to be religious. R.E. recognises the value of non-religious as well as religious interpretations of experiences and must not try to persuade pupils to become religiously committed.

Planning

A medium term plan sets out the material to be taught throughout a half term. For each half term there is detailed weekly planning. These weeks may be taught in any order. The reception year group plan from the Development Matters 2012 objectives under the specific area of learning "Understanding the World, People and Communities".

Weekly planning is completed by year groups, when details of learning objectives and activities are recorded. Assessment of the activity is written on weekly planning sheets.

Children have the opportunity to participate in a range of learning experiences.

- They have access religious artefacts and books in class and in the library, DVDs, the internet, pictures around the school and visitors who contribute to assemblies.
- They listen to and discuss a range of stories from Christianity and other religions.
- They have an opportunity to express their own ideas, opinions, beliefs and disbeliefs.

- They use creative materials to express their feelings.
- They explore the meaning and use of artefacts from Christianity and all the major religions.
- They visit places of worship.
- They listen to and respond to visitors from local faith communities.
- They have the opportunity to use their senses and make quiet reflections.
- They are made aware of secular points of view when opportunities arise.

Assemblies contribute to the coverage of the 'Festivals' element in the 'Open Worlds' syllabus. Within the planning for assemblies there is an opportunity to highlight possible links between assemblies and classroom activities.

Curricular Balance

Most time is devoted to the teaching of Christianity but time is also given to stories from other religions and their festivals and celebrations.

Differentiation and Potential

Teaching and learning methods are stimulating and engaging. Consideration is paid to different learning styles and abilities, providing all children with access to religious education. Alongside whole class teaching and discussion there is individual written and creative work. Opportunities to meet religious believers arise when visitors conduct assemblies.

Preparation for the Future

R.E. is helping the children in our school mature in respect of their beliefs, values and attitudes. It is assisting them in their search for an identity.

It is encouraging children to begin to empathise with others' points of view, in preparation for a society that has a variety of beliefs and cultures.

It works alongside our personal and social education to help them act as responsible individuals.

Resources

There is a wide range of religious artefacts, books, photographs and ICT resources, which can be found on the intranet.

Assessment and Monitoring

Assessment is achieved by:

- Monitoring of weekly plans and teacher assessments.
- Observing and talking to pupils (discussion and questioning).
- Scrutiny of work and displays.

This policy was drawn up by Lynda Gush, R.E. Co-ordinator in liaison with Andrew Scott EAIS R.E. Adviser and in line with 'Open worlds' the Essex Agreed Syllabus for Religious Education.

The policy was revised by Lynda Norman Autumn 2014

Review date :- Autumn 2016