

RIVERVIEW INFANT SCHOOL



Religious Education Policy

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Riverview Infant School Religious Education Policy

Vision

'Growing together for the future'

Ethos & Common purpose

'All children will reach their academic and personal potential irrespective of gender, race, disability or background'

Rationale for RE:

RE is unique in the school curriculum in that it is neither a core subject nor a foundation subject, but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

RE is taught in our school because it makes: 'a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world'.

RE fits with our school Core Values, in particular that of 'Respect'. By teaching pupils about different religions - and encouraging them to learn, question and debate - we teach them to have respect for other people's beliefs and pride in their own.

Riverview Infant School teaches RE in line with national guidelines and follow the Kent Agreed Syllabus for Religious Education as to form the basis for our scheme of work.

Aims

Riverview Infant School's principal aim is for RE to explore big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense, and develop an understanding of, different religions, reflecting on their own ideas and ways of living.

By following the Kent Agreed Syllabus at Riverview Infant School we intend that our Religious Education curriculum will:

- Adopt an enquiry based approach, in the form of a key question for each term/s, as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (religious or non-religious) in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

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- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Develop a sense of awe, wonder and mystery.
- Nurture children's own spiritual development.

Teaching and Learning

At Riverview Infant School, RE is taught as a discrete subject weekly during PPA sessions. The school uses a variety of teaching and learning styles in RE lessons. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity to work both on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

The Kent Agreed Syllabus covers all areas of RE for Key Stage 1. Each year group will study different world religions (Christianity, Islam, Judaism, Sikhism and Hinduism) across the year, although there will be a Christian focus for some units. The teaching of skills and knowledge, which builds upon prior learning, is progressive and the sequence of learning from year R to year 6 is monitored to ensure that the progression map for religious education is being followed. Resources provided for lessons include ICT, photographs, religious artefacts, books, art materials, videos and visitors/experts.

Assessment for Learning

Teacher assessment takes place throughout each topic. At the end of each unit, assessment against specific criteria are completed within Sonar. The children's performance and achievement is measured as Below, Just At, Securely At, Above or significantly above. This assessment is recorded three times a year but formative assessment is on-going. (See Assessment Policy).

- Observations of pupils as they work
- Discussion as they work
- Oral questioning to encourage discussion
- Pupil voice
- Title pages.

Differentiation

In all classes there are children of differing abilities and with different skills. We recognise this fact and provide suitable learning opportunities for all children - including those who may be academically more able (AMA) or those who have additional needs (AEN) - by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. Teachers know the class they are teaching, and are expected to tailor their lessons to best meet the various needs of their students. Children's learning should not be capped within specific ability groups and should be fluid within lessons.

Monitoring

The RE subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in RE. The subject leader is 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

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direction for the subject in the school. The subject leader will complete an annual report where they evaluate the strengths and areas for development in the subject.