



Religious Education Policy

To be reviewed every 3 years

Chair of Governors Sue Nelson

Signed

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East Preston Infant School

Religious Education Policy

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East Preston Infant School is a Rights Respecting School. All pupils, staff and visitors have the right to be healthy, safe, educated, listened to and treated fairly. These principles are at the heart of our school ethos, and our policies and practices support these rights. We are committed to equal rights, mutual respect and shared responsibility

In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

Article 29 – Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 14 – Every child has the right to think and believe what they want and to practice their religion, as long as they are not stopping other people from enjoying their rights.

1. The Legal Position

Religious Education (R.E.) is a legal entitlement for every pupil and forms part of the basic curriculum as set down in the 1988 Education Reform Act.

The statutory requirements for religious education were set out in the 1944 Education Act and then amended in the Education Act 1988 and restated in subsequent Acts of Parliament. These requirements apply to all maintained schools but not to nursery schools or further education institutions.

The West Sussex Agreed Syllabus (2015) is based on that guidance and is the basis for the RE curriculum that is delivered in all West Sussex maintained schools.

The statutory requirements state that:

- religious education shall be provided for all registered pupils
- parents have the right to withdraw their child from religious education lessons
- the subject should be taught according to an agreed syllabus in all Local Authority community maintained and voluntary controlled schools
- religious education must be non-denominational
- the agreed syllabus must “reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practice of other principle religions represented in Great Britain”
- the religious education syllabus is distinct from collective worship
- the requirement for Special Schools is that they should follow the Agreed Syllabus where practicable

The most recent West Sussex RE Syllabus was agreed in 2015. We work to this syllabus and copies of the document are available in school.

2. Supporting the Values and Aims of the Curriculum

Religious education actively promotes the values of truth, justice, respect for all and care of the environment. It places specific emphasis on:

- pupils valuing themselves and others
- the role of family and the community in religious belief and activity
- the celebration of diversity in society through understanding similarities and differences
- sustainable development of the earth and care for creation

Religious education also recognises the changing nature of society, including changes in religious practice and expression and the influence of religion, in the local, national and global community. We will review our policy in light of the changing needs of the school community.

Aims for Religious Education

The curriculum for RE aims to ensure that all pupils:

- **Know about and understand a range of religions and worldviews, so that they can:**
 - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
 - Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews;
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing them.
- **Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**
 - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - Express with increasing discernment their personal reflections and a critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
 - Appreciate and appraise varied dimensions of religion or a worldview.
- **Gain and deploy the skills needed to engage purposefully with religions and worldviews, so that they can:**
 - Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all;
 - Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

3. Curriculum

Religious Education provides opportunities to promote spiritual development through learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices. It values relationships and develops a sense of belonging.

Religious education can provide opportunities to promote moral development through considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice.

Religious education provides opportunities to promote social development through investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions.

Religious education provides opportunities to promote cultural development through encountering people, literature, the creative and expressive arts and resources from differing cultures. It considers the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.

Time

The syllabus needs 5% of curriculum time for years R to 11 in order for it to be taught effectively. The way this time is used is for schools to decide but it should be done in such a way that the religious education is easily identifiable and assists progression and continuity.

Resources

Sufficient resources should be provided to deliver the RE curriculum in an exciting and dynamic way, including books, artefacts, ICT and video materials. It should include the provision of human resources to enable educational visits and visitors from faith communities in school. This should be at a level at least equivalent to the level that is provided for foundation subjects. [Appendix 1 Resources list]

Structure

The Early Years Foundation stage (ages 0-5)

Curriculum guidance for the Early Years Foundation Stage sets out expectations of what pupils should learn to meet the early learning goals. The West Sussex Syllabus describes how religious education can contribute to the early learning goals through the six areas of learning.

Pupils should encounter religions and world views through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live. (See appendix for

Syllabus).

Key stage 1

Curriculum guidance for Key Stage 1 sets out the knowledge, skills and understanding that pupils should be taught. Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

The Religious Education curriculum will be delivered in a variety of ways including visiting places of worship, listening and responding to visitors from local faith communities, using their senses and having quiet times for reflection, using art, music and drama to develop their creative talents. They can share their own beliefs, ideas and values and talk about their feelings and experiences.

4. Assessment, Recording and Reporting

Teachers use a variety of means of assessing pupils work in line with the whole school assessment policy and the requirements of the Agreed Syllabus. Please see the School's Assessment, Recording and Reporting policy for further detail. It is important to note that not all aspects of religious education can be assessed. For example, pupils may express personal views and ideas that, although integral to teaching and learning, would not be appropriate for formal assessment.

Children in Reception are assessed using the 6 areas of learning and aspects from each of these areas apply to religious education. In Key Stage 1 children are assessed using the progression grid from the agreed syllabus (appendix 3) and this has been adapted for Year 1 (appendix 4).

Equal Opportunities

The school equal opportunities policy is used throughout the curriculum and should be adhered to at all times. In addition it is important in religious education to ensure the work being covered is appropriate to pupils who come from any religious background or none.

5. Management

The day to day support for religious education is provided by the co-ordinator who is responsible to the head teacher for:

- devising and maintaining the RE policy and scheme of work;
- supporting teachers in their medium and short term planning;
- attending relevant courses to keep up to date on religious education and reporting to staff;
- managing the resources for religious education;
- producing an action plan setting out the priorities for religious education;
- conducting an annual review of RE and the production of a report for the governors.

Appendices:

- The Syllabus
- Progression Grid for Assessment
- KS1 Assessment for RE (Year 1 and Year 2)