



# LITTLE MISSENDEN CE INFANT SCHOOL

## RE POLICY

### Rationale

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Little Missenden Church of England School we enable children to develop a sound knowledge and understanding of Christianity and some knowledge of other world religions, especially Judaism and those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

### Aims

The aims of religious education are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and some knowledge of Judaism;
- develop some knowledge of other world religions by looking at their main festivals;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- have respect for other people's views and to celebrate the diversity in society.

### Learning and Teaching

### Curriculum

We teach RE to all children in compliance with the law. Our school RE curriculum is based on the Buckinghamshire LA's Agreed Syllabus delivered through the Oxford Diocesan Scheme of Work.

### Planning

We plan our religious education curriculum in accordance with the Oxford Diocese RE Scheme of Work. We ensure that the topics studied in religious education 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.

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We carry out the curriculum planning in Religious Education in three phases (long-term, medium-term and short-term). The long-term plan maps the religious education topics studied in each term during the Foundation Stage and Key Stage 1 in a rolling programme for mixed age classes. We teach religious education topics in conjunction with other subjects and topics, especially at Key Stage 1.

Our medium-term plans give details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis. As we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the Agreed Syllabus but do not have to repeat topics.

The class teacher writes the plans for each lesson and lists the specific learning objectives for that lesson. S/he keeps these individual plans and often discusses them on an informal basis with the RE subject leader.

## **Organisation**

We teach Religious Education to all children in the school, including those in the reception class. The reception children take part in RE and the objectives set out in the Early Learning Goals are taken into account during the planning stage.

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 people's experiences at religious festivals such as Easter, Diwali, Passover etc to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children. They study particular religious views of different faith groups on topics such as religious festivals.

As a Church of England School, we often use Church Festivals as the centre of our school worship and RE. At times, we join our local congregation to take part in specific services such as the Harvest Festival Service. We use the Church regularly for services such as Christmas, Ash Wednesday, Easter and our End of Year Graduation Service. The Vicar assists in the delivery of RE through weekly school worship and talking to classes on relevant topics. The Christian ethos pervades the whole curriculum. A number of the children attending the school attend local churches on a regular basis.

We recognise the fact that all classes in our school have children of widely differing abilities and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- using classroom assistants, when available, to support the work of individuals or groups of children.

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## **Cross Curricular Links**

### **English**

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English have religious themes, values or content, which encourages discussion, or is a stimulus for writing.

### **Computing**

We use computers or tablets where appropriate in Religious Education.

### **Personal, Social and Health Education (PSHE) and Citizenship**

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 in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

### **Spiritual, Moral, Social and Cultural Development**

Through teaching religious education in our school we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. 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 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.

## **Equal Opportunities**

In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children in their Support Plans or Educational Health Care Plans.

## **Assessment, Recording and Reporting**

We assess children's work in religious education by marking in line with the school 'Marking and Feedback Policy' and informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the Oxford Diocese RE Scheme Levels of Attainment. We use these judgements to inform the children's Formative Records and to assess progress.

A great deal of RE consists of oral discussion, role play and drama for which formal recording is impractical, although photos are taken where possible and recorded in a class book.

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## **Resources**

We have sufficient resources in our school to be able to teach all our Religious Education teaching units. There are many Bibles available to use, and a collection of religious artefacts which we use to enrich teaching in Religious Education. The school library has a good supply of RE books that support our curriculum.

## **Monitoring and Evaluation**

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. S/he is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

## **The role of the RE Subject Leader**

It is the role of the RE Subject Leader to provide leadership in the development of RE learning by:-

- providing support and guidance in the field of RE.
- ensuring good planning and assessment activities support the delivery of the RE curriculum.
- maintaining RE resources to support teaching and learning.
- liaising with the Governors in order to keep them informed of standards of learning in RE and any new developments.
- fostering cross-curricular links.

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