

# Religious Education Policy

## Definition

The place of Religious Education at Cavendish Close Infant and Nursery School is to enable all children to explore religious beliefs and practises, some of which are located in the local community. We believe that Religious Education provides an opportunity to celebrate and foster awareness of differences within our community and the wider world. It is a subject that celebrates diversity and challenges stereotypes; this is done through many projects linked to art, music and drama and through a range of visits and visitors.

## Aims of RE

The aims of RE in our school are to:

- acquire and develop knowledge and understanding of Christianity and other principal religions represented in the United Kingdom.
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the UK.
- enhance their personal, spiritual, moral, social and cultural development.

## Content

Children will study mainly Christianity, Hinduism and Sikhism and some aspects of other faiths.

Children will have the opportunities to learn about religion from a variety of resources.

Children will have opportunities to explore their own response to profound human experiences and universal symbols.

In Cavendish Close Infant School the following religions will be drawn upon in each year.

FS1 and FS2	Christianity Celebrations Chinese New Year
Year 1	Christianity Churches Sikhism Chinese New Year
Year 2	Christianity Bible Stories Hindism Chinese New Year

## Approaches

Cavendish Close Infants and Nursery school follow the Agreed Syllabus which was published in July 2004 For children in the Early Years there is a separate but similar curriculum statement more suited to their needs from the Foundation Stage Documents.

RE is approached through stories, cross curricular themes, RE topics, festivals and whole school topics, discussion on specific ideas and spontaneous enquiries.

## Time Requirements

RE should be allocated a minimum of 5% curriculum time  
i.e. 36 hours per year at KS1

## Planning RE in the Curriculum

Effective Religious Education requires whole school planning with a need to ensure continuity and progression of knowledge, understanding, concepts, skills and attitudes. Liaison between year groups and key stages is essential.

At Cavendish Close Infant School RE will be taught as:

- a separate and clearly identified subject on the curriculum
- a module within an integrated Humanities curriculum

## Approaches to teaching and learning in RE

RE is an exciting curriculum subject so we employ a variety of teaching methods. These include:-

- Visiting local places of worship and receiving visitors from faith communities
- Using art, music, dance and drama
- Children experiencing times of quiet reflection to develop their own thoughts and ideas
- Using story, pictures and photographs
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others
- Developing the use of ICT (particularly DVDs and the internet) in helping children's awareness of religions and beliefs.

## The use of outside speakers

Outside speakers enable R.E. to be brought to life for the children.

All outside speakers are made aware of appropriate school policies and in particular our policy on equal opportunities and Religious Education. Outside speakers are given appropriate support and induction into school routines, procedures and expectations. Outside speakers are given guidelines on how to handle sensitive or controversial questions occasionally asked by pupils. Where ever possible parents/carers are always informed of visiting speakers in advance.

## Assessment

Judgements about children's achievements are made through formal assessment and regular marking of childrens work. children are guided about what they have done well, what they need to improve and ways in which they might make that improvement.

By the end of Key Stage 1 most children will be at Age Related Expectations in RE

## The right of Parental withdrawal

Parents retain the right to withdraw their children from Religious Education under the 1988 Education Reform Act. This right is made clear in our school prospectus to parents/carers. The school will actively seek to persuade parents against withdrawing their child from RE in such cases where the reason for doing so is not thought to be based on sincerely held religious conviction. In all cases the Headteacher will wish to discuss with the parent(s) the implications of their request. All requests to withdraw a child from Religious Education must be in writing and made available to the school Governors.

## RE and Collective Worship

At Cavendish Close Infant school we do not deliver our RE through acts of Collective Worship. Occasionally resources introduced to children in Collective Worship e.g. an outside speaker, half termly visits from Saint Marys church, a theatre in education performance, a piece of music. This could later be discussed and developed in the classroom as a stimulus to the RE lesson.

Collective Worship can be used as an opportunity for children to share with a wider audience an experience or achievement that has come out of their RE curriculum e.g. an account of a visit to a place of worship, a re-telling of a festival story, the reading of a prayer etc

### **The role of the RE Co-ordinator at Cavendish Close Infant School**

The RE co-ordinator has a responsibility to:

- provide curriculum leadership across the school
- monitor and evaluate provision for RE within the school
- monitor and evaluate standards of RE within the school
- be informed about appropriate resources for the effective teaching of RE
- keep up to date with local and national developments in RE and to share good practice with colleagues (and pupils) in our school. This is done through regular attendance at RE Network meetings reading and sharing appropriate information from RE Newsletters and annual SACRE reports and attendance on appropriate training courses
- liaise with outside speakers and agencies
- actively promote effective RE within the school and its community and to keep the profile of RE high within the school

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