

# Lindley CE Infant School

## RE Policy

### January 2017

Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
Kate Morrison	January 2017	

*At Lindley CE Infant School we embrace the ethos and beliefs of the United Nations Convention on the Rights of the Child.*

*This policy follows the principles of:*

*Article 3 -The best interests of children must be the primary concern in making decisions that may affect them.*

*Article 12 – Respect for the views of the child*

*Article 13 – Freedom of expression*

*Article 28 – Right to education*

## Learning Together: Achieving Together

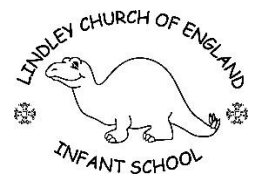


Respect  
Friendship  
Trust

Our school is an inclusive community.  
It is a place where everyone is valued and all achievements are praised, celebrated and encouraged. All children are inspired to develop their unique God given talents in a safe, happy and caring environment.

### Aims:

- *Through a strong set of Christian values, children and adults are encouraged to respect themselves. They are taught to respect the rights and needs of others, thereby equipping them with the skills and attitudes to become successful global citizens of the future.*
- *To support children in developing a reflective approach to life and sensitivity to all God's creation by providing an awareness and experience of the living Christian faith through our strong Christian ethos.*
- *To support all children in reaching their full potential by providing a personalised education.*
- *To treat everyone with equality and fairness*
- *To have high expectations in a secure, friendly and caring atmosphere that rejoices in effort and success but where it is safe to make mistakes.*
- *To provide children with excellent learning experiences ensuring that learning is fun and exciting.*
- *To promote the health and well-being of our pupils and staff through a well planned, creative curriculum in an environment that promotes healthy lifestyle choices.*
- *To encourage and value the contributions that adults make to the education and care of our children.*
- *Through our firm Christian foundation we encourage the school and wider community to work together in partnership, promoting community cohesion whilst strengthening and enriching the life of the school.*



## **Introduction**

Lindley CE Infant School is an educationally inclusive school where the learning and teaching, achievements, attitudes and well-being of every young person matter.

## **Equal Opportunities**

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping

## **Purpose**

Our school is a Church of England Academy which is also the local community school. We are part of the Church community and, as such, wish to play a part in the life and worship of our local Church, St. Stephen's.

As a Church of England School there are certain characteristics which we aim to encourage. We make a deliberate attempt to link the concerns of Christ's gospel with the life of the school and to do this within an educational framework. We strive to develop in our children a sense of awe, mystery and wonder and relate this not only to the physical world we see around us, but to the spiritual world.

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Lindley Infant School we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially 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

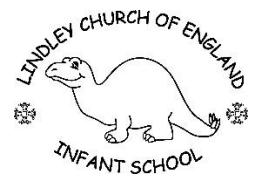
## **Aims**

At Lindley CE Infant School, we aim:

- to begin to develop in children an understanding of religious experiences, feelings and attitudes
- to provide a caring and sympathetic environment, where we all show concern for each other, for those less fortunate, for our immediate environment and for the world in which we live
- to encourage in children responses of a spiritual nature - awe, wonder, worship, celebration.
- to help children develop an enquiring and questioning attitude which will encourage spiritual growth.
- to encourage children to reflect on their own experiences and to develop a personal response to the fundamental questions of life
- to develop in children an awareness of a loving Creator beyond the known material world, yet evidenced within it.
- to give children the opportunity to develop a knowledge and understanding of the life of Jesus.
- to ensure children develop some understanding of the beliefs and practices of other faiths and to appreciate the cultural differences in Britain today.

## **Implementation:**

Religious Education is taught using the Kirklees-Calderdale syllabus which has been modified to meet our needs as a church school. Although Religious Education is taught as a distinct curriculum area, we consider that it underpins the whole curriculum, in that all we teach will reflect the Christian nature of our school. We are very aware that we have an important part to play in laying the foundations for children's religious attitudes.



## **Teaching and learning**

We base our teaching and learning style in Religious Education on the key principle that good teaching in Religious Education 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 Religious Education curriculum.

Our teaching and learning styles in Religious Education enables children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their own experiences 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.

Children carry out research into religious topics. They study particular religious' faiths and also compare the religious views of different faith groups. Children discuss religious and moral issues working in pairs, the whole class or in groups. Sometimes they share these with the school family in assemblies.

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)
- grouping the children by ability in the room and setting different tasks for each ability group
- providing resources of different complexity, adapted to the ability of the child
- using classroom assistants to support the work of individuals or groups of children.

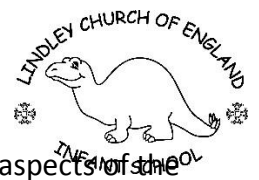
## **Curriculum planning in Religious Education**

We plan our Religious Education curriculum using the modified Kirklees Syllabus. 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.

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 each key stage. The Religious Education co-ordinator works out this plan in conjunction with teachers in each year group. We teach Religious Education as discrete religious themes and as cross curricular themes. Our medium-term plans give details of each unit of work for each term. The Religious Education co-ordinator keeps and reviews these plans on a regular basis. The class teacher modifies the plans for each lesson and lists the specific differentiation and resources.

## **Foundation Stage**

Religious Education in the Early Years is not viewed in isolation but as an integral part of school life. We ensure that first hand experiences are used where possible, in conjunction with the use of relevant artefacts, ICT, visitors, visits, pictures.



As the reception classes are part of the Foundation Stage, we relate the Religious Education aspects of the children's work to the objectives set out in the Early Learning Goals and Development matters.

## **Contribution of Religious Education to the teaching of other subjects**

### **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 Literacy have religious themes or content, which encourages discussion, and this is our way of promoting the skills of speaking and listening. We use drama as a creative force to offer children the opportunity to express their emotions and beliefs. We also encourage the children to write letters and record information in order to develop their writing ability.

### **Information and communication technology (ICT)**

We use ICT where appropriate in Religious Education. The children find, select and analyse information, using the internet. They also use ICT to review, modify and evaluate their work and to improve its presentation.

### **Personal, social, health and citizenship education (PSHCE)**

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 multicultural and multi-faith society.

### **Spiritual, moral, social and cultural development**

At an early age Religious Education cannot be distinguished from children's learning about life in general, about relationships with others and their environment. Religious Education is, therefore, concerned with the whole of life. One of our basic aims is to create a community where children know they are loved, where they can feel confident and secure. Most important of all, are the personal relationships which children share and it is through these relationships that spiritual development takes place.

Through the teaching of 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 develop their knowledge and understanding of the cultural context of their own lives. Staff in school recognise opportunities for developing expressions of the Christian Spirit in many aspects of school life. Qualities of kindness, truthfulness, patience, respect for others, good manners, loyalty, perseverance, truth and goodness are made living issues in the life and work of the school.

There are many opportunities for the expression of the Christian Spirit in a school day, through for example:

- celebrating the birth of a new baby
- celebrating children's achievements through Golden Worship
- the work of the school's buddies



- sharing concerns or happiness with friends and teacher during circle time
- a kind work or action
- supporting charities
- achieving a target
- feeling valued as a child and an adult in school
- School Council

The children can describe these opportunities as the reasons why our school is a happy and safe place to be.

RE and Collective worship reflects the Trinitarian nature of Christianity and enables learners to develop an understanding of God as Father, Son and Holy Spirit.

### **Teaching Religious Education to children with special educational needs**

At our school we teach Religious Education to all children, whatever their ability. Religious Education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Religious Education teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Thorough assessment procedures allow us to consider each child's attainment and progress.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

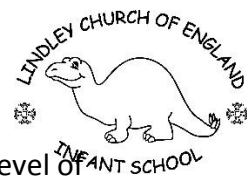
We enable pupils to have access to the full range of activities involved in learning Religious Education. Where children are to participate in activities outside the classroom, for example, a visit to a local Church, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Assessment and recording**

The end of unit assessments, according to the Kirklees-Calderdale Syllabus, provide a basis for assessment and include:

- the acquisition of relevant knowledge
- understanding of necessary ideas and concepts
- use of religious language
- appropriate use of reasoned argument when discussing religious or moral issues
- sensitivity to the views and experiences of others
- experience of awe, wonder, joy and thankfulness
- ability to take part in quiet times and reflective silence.

We assess children's work in Religious Education by monitoring their progress as we observe them during lessons. This is recorded on session monitoring records. On completion of a unit of work, we make a summary judgement about the work of each pupil through our end of unit assessments. We use this information as a basis for assessing the progress of each child, for setting new goals, for passing information on to the next teacher at the end of the year and to parents in the end of year report.



The RE co-ordinator keeps samples of children's work. This demonstrate what the expected level of achievement is in RE in each year of the school.

### **Resources**

We have sufficient resources in our school to be able to teach all our Religious Education teaching units. We keep resources for Religious Education in a central area. The school library has a good supply of RE topic books and computer software to support the children's individual research.

### **Monitoring and review**

The Religious Education co-ordinator and Headteacher are responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. They are 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 Religious Education co-ordinator presents the Headteacher with an annual report which evaluates the strengths and areas for development in the subject. There is allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

### **Equality Impact Assessment**

This policy will be evaluated and monitored for its impact on pupils, staff, parents and carers from the different groups that make up our school. For any changes that affect equality for all, an impact assessment would be carried out. This policy has been assessed for Equality Impact Assessment and has a medium priority.

### **REVIEW AND EVALUATION**

This policy will be reviewed every 3 years by the RE Coordinator.

Policy to be reviewed in January 2020.

Policy agreed at the Governors' meeting on 17<sup>th</sup> January 2017