

THOMAS RUSSELL INFANTS' SCHOOL

Religious Education (RE) Policy

1. Aims and objectives

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils' personal development and well-being and by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

2. Teaching and learning style

The School bases its Religious Education provision on the Staffordshire Agreed Syllabus 2010 and follows the revised Entrust program of 2013. The syllabus provides guidance for reception and Key Stage 1. The syllabus is split into 6 areas;

- Values
- Faith
- Action
- Challenge
- Answers
- Peace

Reception learn about Sikhism and Christianity. Year one learn about Hinduism and Christianity. Year 2 learn about Islam and Christianity.

The Programmes of Study are delivered through discrete units and lessons or through a topic approach. All teachers throughout the School teach religious Education.

Children will be given the opportunity to communicate their own questions, experiences and spiritual insights in appropriate ways and in a secure environment. They will learn from experience that they are personally valued

and discover the value of other people and of things that are sacred or special to them. This will include hearing religious, and other stories, which have a bearing on aspects of their own experience and learning what happens on occasions when religious people meet together for worship and celebration.

3 RE curriculum planning

Plans are created following the Staffordshire Agreed Syllabus and using planning materials provided by Entrust. Staff use the plans to formulate their own medium term plans and lesson plans. Plans are monitored by the subject leader.

4 Equal Opportunities

All children are given access to the same learning opportunities. Account is taken of children with special needs through differentiation of task and outcome and a planned balance of class teaching and group work. All pupils should be able to feel secure in their study of Religious Education whatever the religious or non-religious tradition of their home.

Parents retain their right to withdraw children from religious education.

5 Assessment and recording

Teachers assess the children's work in RE by making informal judgements as they observe them during lessons and of their work measured against the specific learning objectives set out in the National Curriculum guidance. We have clear expectations of what the pupils will know, understand and be able to do at the end of each key stage.

6 Resources

We have a range of resources as part of the syllabus which are available to class teachers. We have additional resources in the library including a range of big books. In addition there is a central store of other resources such as books and religious artefacts.

7 Monitoring and review

The RE subject leader is responsible for monitoring the standards of children's work and the quality of teaching. The subject leader supports colleagues in the teaching of RE, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. The subject leader is also responsible for reviewing the school's action plan,

evaluating strengths and weaknesses in the subject and indicating areas for further improvement.

8 Daily Act of Collective Worship

All children unless withdrawn by parental consent take part in a daily act of collective worship. This may be in the form of whole school collective worship for example in assembly led by the head teacher or local religious leader or in class groups led by the teacher. Collective worship is organised into six themes across the year. These are;

- Friendship
- Kindness
- Creativity
- Respect
- Honesty
- Responsibility

Within these themes children will have the opportunity to listen to stories, share ideas, and have time to think, reflect and to discuss ideas with their peers.

This policy is reviewed annually.

Last reviewed November 2015

To be next reviewed November 2016