

MEADOW LANE INFANT SCHOOL



RELIGIOUS EDUCATION POLICY

Last reviewed	June 2014
Review Cycle	2 Years

INTRODUCTION

This policy outlines the teaching, organisation and management of RE learning and teaching at Meadow Lane Infant School. We believe that Religious Education is the understanding of the faiths and beliefs of people, which often involves the worship of God, and the variety of views that contribute to the plural society; it is also concerned with the deep meaning that individuals and groups make of their own experiences and how this helps them give purpose to their lives.

AIMS

Our aim is to ensure that all children are taught the study of RE as specified by the Nottingham and Nottinghamshire Agreed Syllabus for Religious Education 2009 and the National Framework for RE.

Our aims in RE are:

- To stimulate and maintain pupils' curiosity, interest and enjoyment in RE.
- To help pupils acquire and develop knowledge and understanding of Christianity and some of the other principal religions represented in the United Kingdom.
- To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- To develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of some of the main religions represented in the UK.
- To develop positive attitudes of respect towards other people who hold different views and beliefs, and towards living in a society of diverse religions.
- To enhance children's spiritual, moral, social and cultural development by:-
 - ✚ developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.
 - ✚ responding to such questions with reference to the teachings and practices of religions, relating them to their own understanding and experience.
 - ✚ reflecting on their own beliefs, values and experiences in the light of their work.

We will achieve these aims by using the programmes of study and the 2 attainment targets, 'learning about religions' and 'learning from religion', developed through exploring key questions.

There are strong connections between the RE programmes of study and both PSHE and Community Cohesion and the implementation of the 2 attainment targets will greatly enhance the development of both of these within the primary curriculum.

LEGAL REQUIREMENTS OF THE AGREED SYLLABUS for RE

In order to deliver the aims and expected standards of the syllabus a minimum of 5% curriculum time is strongly recommended. In practice, this means that the following is allocated to the teaching of RE:-

Key Stage 1: 36 hours of tuition per year.

(see Agreed Syllabus p. 13)

Parents have the right to request that their children be withdrawn from Religious Education lessons. (To make such a request, they need to formally write to the head teacher. See 'RE and The Law' in section D of 'Additional sections of support, guidance and advice' for the Agreed Syllabus.)

The staff also have the right to withdraw from the teaching of RE.

EQUAL OPPORTUNITIES

We are committed to providing a teaching environment conducive to learning.

Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. Consequently, RE contributes considerably towards the Equality Policy and Inclusion Policy (see each policy for further information).

Each child matters and the children's capabilities are taken into account including provision for the gifted and talented.

Meadow Lane Infant School places an extremely high importance on these aspects within the school and these are supported by the Mission Statement.

MISSION STATEMENT

The school's mission statement describing Meadow Lane Infant School's vision and values is committed to equal opportunities in every aspect of school life.

At Meadow Lane we provide a stimulating, fun, caring and secure environment in which the lives of the children are enriched to enable them to achieve their physical, emotional, academic and social potential. Ultimately, we aim to foster a joy for learning and for life and enable the children to make a positive contribution to society.

ASSESSMENT & REPORTING

Assessment will be on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks and informal summative assessment. Reporting to parents occurs annually with a written report and also through parents' consultations. Please refer to Assessment Policy. For teacher information there is 'The 8-level Scale and Achievement in RE' in the support material of the Agreed Syllabus.

CROSS CURRICULAR DIMENSIONS

Opportunities in planning to ensure that the curriculum forms an integral part of cross curricular provision in school.

APPROACHES

A variety of approaches will be used to cater for children's different learning styles and these will involve creative and enjoyable activities which develop their thinking skills ability. Examples are role play and drama techniques, theatrical effects, art and design, use of religious artefacts, photos, visitors, educational visits, festival day/afternoon, thinking skills activities, discussions and investigative stories.

E LEARNING

ICT will play an integral part in learning in RE. Children and teachers will use a variety of approaches to ensure that learning is effective. Lessons may be taught using smart notebooks, powerpoints and hyperlinks to websites on the interactive whiteboard, on the computers in the ICT suite and laptops. Children will use ICT for research and presentation of their work.

ORGANISATION

Please refer to the Long Term Curriculum plan for RE. (at end of policy)

RESOURCES

- Religious artefacts
- Powerpoints, smartnotebooks, DVD, video and other visual/auditory materials, ICT programs and websites
- Visits to religious places
- Visitors
- Key addresses, ICT websites, recommended books, DVD, Video and Visual resources in section J of 'Additional sections of support, guidance and advice' for the Agreed Syllabus.

HEALTH & SAFETY

Health and safety regulations for class based lessons apply as for other subjects. For outdoor or off site activities please refer to Outdoor Visits Policy.

ROLE OF CO-ORDINATOR

- To have responsibility for securing high standards of teaching and learning in the subject and evaluate their effectiveness.
- To ensure that practices improve the quality of RE education throughout the school and raise standards of achievement.
- To inform future priorities and targets for the subject.
- To monitor, review and evaluate the quality and effectiveness of learning in RE.
- To support colleagues, identifying developments within their CPD as well as the co-ordinator's own CPD.
- To discuss with the Governor with responsibility for RE the progress of the policy through the school.

Staff reviewed : June 2014

Date ratified: June 2014

Date for review: June 2016

Signed : Head teacher

..... Chair of SDC committee

LONG TERM CURRICULUM PLAN FOR RE

RECEPTION	
<p>RE teaching is based on Development Matters and includes:</p> <ul style="list-style-type: none"> • Christianity – Noah, stories from the bible, nativity • Other faiths and celebrations – Chinese New Year, Diwali, etc • Responding to the children in the class – exploring children’s own cultures and identities • Visiting a church 	

YEAR 1 and YEAR 2 Classes and combined classes			
	AUTUMN –TERM 1	SPRING – TERM 2	SUMMER TERM 3
C Y C L E A	Belonging	The Torah and Jewish stories	From Creation to Shabbat
	Celebrations - Diwali & Christmas (Gifts)	Visiting a Synagogue (+ Easter 1)	Jesus’ Miracles
CYCLE A to be reviewed in 2015			
YEAR 2	Parables. Jesus and his stories	Stories from different faiths and cultures. Belonging to different groups	Art and artefacts from different faiths
	Christmas, Diwali, Hannukah	Easter	Visiting a church and/or other place of worship
In KS1 – Time equivalent to 1 hour per week or can be taught as a block			