

**Bushfield Road  
Infant School**

**R.E. POLICY**

## **Bushfield Road Infant School's Mission Statement**

At Bushfield Infants, we provide a positive, happy and safe learning environment where all children feel valued and secure. We are committed to providing a rich and exciting curriculum, which encourages all children to meet challenges with enthusiasm and inspires them to succeed. At the heart of our school is a strong commitment to raising children's self-esteem and self-confidence, which enables them to become confident lifelong learners.

## **Communication and Interaction**

We spend a huge part of our lives talking, listening and responding to people around us. We should never just expect communication to happen; we should take personal responsibility for the quality of our conversations. Almost everything we do, in and out of school, depends on talking and listening. Speech, language and communication skills are crucial for the development of a child's learning and for their social and emotional wellbeing.

For that reason, across all areas of our creative curriculum, we provide opportunities to talk, to listen and to respond to what we see and hear. (Please refer to The Communication, Interaction and Literacy policy for further information.)

# Legal Requirements

Religious Education is compulsory for all children, including those in the EYFS who are less than five years old. Through this policy the school meets the statutory requirement contained in the 1988 Education Reform Act.

The RE syllabus reflects the fact that the religious traditions in the United Kingdom are in the main Christian and that it should at the same time take account of the teachings and practices of other major religions.

## Purpose

Through RE teaching, pupils gain a deep knowledge and understanding of the teachings, practices and life stories expressed in a variety of ways within Christianity and other principal religions and world views.

Our teaching of RE seeks to promote knowledge, understanding, respect, and tolerance of the beliefs and practices of all faiths and to help pupils reflect on their own beliefs and values.

Although the faith most evident in the local area is Christianity, the school is committed to promoting a broad and balanced view of religion, and a deeper understanding of the multicultural society in which we live. In Key Stage 1, all pupils are given the opportunity to learn about Judaism in more depth.

# Aims

The aims of Religious Education are to allow children to:

- develop an awareness of spiritual and moral issues in life experiences
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition
- develop an understanding of religious celebrations and important events within religions
- be able to reflect on their own experiences and be able to make reasoned judgements about religious issues
- have respect for other peoples' views and to celebrate the diversity in society.

## Organisation, Planning and Evaluation of Religious Education

We plan our religious education curriculum in accordance with *The Agreed Syllabus for Religious Education*, revised in 2011 by North East Lincolnshire. We ensure that the topics studied in religious education build upon prior learning and we offer opportunities for children of all abilities to develop their skills and knowledge in each unit.

We plan for Religious Education in three stages: long, medium and short term. To inform our Early Years planning we use the EYFS Curriculum document (especially guidance for PSE and Knowledge and Understanding of the World).

In the EYFS, opportunities for Religious Education are taught as part of developing children's knowledge and understanding of the world and also through opportunities for PSHE Development. The Senior Leadership Team and the Religious Education Subject Leader are responsible for ensuring curriculum coverage of the Agreed Syllabus.

## RE in the Classroom

Using the agreed Syllabus, the school ensures coverage, continuity and progression. All year groups have detailed half-termly plans that reflect the curriculum map and these are updated as required. A wide variety of methods are used to convey these topics, i.e. dance, drama, art, I.C.T. and food technology. We are always pleased to welcome visitors to our school who will be able to enrich our RE curriculum and who will stimulate our children's thoughts and ideas and give them a wider perspective. We also encourage the children to have first-hand experiences and these include visits to religious buildings as well as "hands on" experiences of religious artefacts in all year groups.

## Meeting the Needs of Individual Children

When teaching Religious Education we recognise that there are children of different abilities and experiences in all classes and we take into account the needs of all children, including the targets set for the children with Individual Education Plans (IEPs). We provide learning opportunities matched to the needs of all children including the most able, and those with barriers to learning.

We also recognise that our children come from different religious backgrounds and experiences and will take this into consideration when planning and delivering the RE curriculum.

## **Assessment and Recording**

We assess children's work in Religious Education by making informal judgements through observation during lessons and by evaluation of children's independent work. In the EYFS regular planned and incidental observations of the children are carried out and recorded.

# LONG TERM PLAN FOR RE

- Nursery - PHSE related to Early Learning Goals and appropriate celebrations throughout the year  
 Reception - Religious Education covered by topic work and celebrations related to the Early Learning Goals

	<b>Key stage 1</b>	
	<b>CYCLE A</b>	<b>CYCLE B</b>
<b>AUTUMN 1</b>	<b>UNIT 1.1</b> Ourselves – Who Am I?	<b>UNIT 2.1</b> What Makes a Family?
<b>AUTUMN 2</b>	<b>UNIT 1.2</b> Gifts and Giving	<b>UNIT 2.2</b> Light and Dark
<b>SPRING 1</b>	<b>UNIT 1.3</b> Faith Stories	<b>UNIT 2.3</b> Founders – What they said and did?
<b>SPRING 2</b>	<b>UNIT 1.4</b> Surprises	<b>UNIT 2.4</b> Endings and Beginnings
<b>SUMMER 1</b>	<b>UNIT 1.5</b> Living in our World	<b>UNIT 2.5</b> Poems, Prayers and Promises
<b>SUMMER 2</b>	<b>UNIT 1.6</b> People and Worship	<b>UNIT 2.6</b> What Happens in a Place of Worship

	Cel AT1	AT2	Peo AT1	AT2	Pla AT1	AT2	RC AT1	AT2	Wr AT1	AT2	Assessment
I Am Special			ii d v m vi p	ii d v m vi p			i a v m	i a v m			
Special Times	i a ii a iii g	i a ii d iii g iv j					i a ii d iv j	i a ii d iv j		iii g	Cel AT 2 iv j
Other Special People			i a iii g	i a ii d iii g					i a ii d	i a ii d iii g	Peo AT 1 i a
Special Things	iv j v m	iv j v m	iv j	iv j			iii g	iii g	v m	v m	rc AT1 i a
Special Places					i a ii d iii g iv j v m	i a ii d iii g iv j v m				iv j	Pl AT2 Ii d
Special Books									i a ii d iii g iv j v m	i a ii d iii g iv j v m	Wr AT1 iii g





## THEMES FOR ASSEMBLIES INCLUDE:

- Caring for people and living things
- Friendship
- Caring for the environment
- Feelings and emotions
- Making promises
- Helping others
- Famous people
- Sharing and caring
- Families
- Harvest
- Diwali
- Festival of light/colour
- Creation story
- Chinese New year
- Ramadam
- Holi
- Passover
- Easter
- Christmas
- Bible stories such as Noah, The good Samaritan,

## **COLLECTIVE WORSHIP POLICY**

A daily act of worship is held for all pupils which fulfils the requirements of the Education Reform Act 1988, as amended by the Education Act 1993. The act of collective worship is held within the school assembly.

All pupils attend daily acts of worship except where parents have exercised their right of withdrawal. Parents must inform the Head Teacher if they wish to withdraw a child. Supervision will be provided.

The collective worship is mainly of a broadly Christian character, and is appropriate to the age of the children, and their family backgrounds.

### **AIMS**

To help develop the child's personal spiritual, and moral development.

To help the child to be sympathetic to the feelings of others.

To help the child develop a sense of worth and feeling of belonging.

To give the child the opportunity to celebrate and consider issues, which are important in both a moral and religious context to the ethos of the school and the wider community.

### **ORGANISATION**

Monday	Hymn practice	10.00 – 10.20am
Tuesday	Whole school assembly	10.00 – 10.20am
Wednesday	Class assembly	10.00 – 10.20am
Thursday	Whole school assembly	10.00 – 10.20am
Friday	Celebration assembly	10.00 – 10.20am

The school's Friday assembly includes the celebration of the children's personal achievements and provides opportunities for children to share the works they have been doing with the whole school..

In the Spring or summer term, family assemblies are carried out, where parents and friends are invited to join in the act of worship in a celebration of the children's work.

It is important to set the right atmosphere and various music is planned in advance. Children are informed of the composer and the title of the music. This music covers a wide spectrum from classical, modern and music from a variety of cultures.

## **CONTENT**

This is planned termly and takes into account the experiences, backgrounds, ages and abilities of the children. It is broadly Christian in character and this will be delivered in a variety of forms, stories, poetry, pictures and music.

Each week the assemblies will be linked by a common theme planned a term at a time. These may include social issues, moral concerns, aspects of religions education, seasonal and commemorative celebrations.

## **RESOURCES**

Assembly/collective worship book and supportive material are available from the teacher resource shelf. Staff are encouraged to use a variety of approaches in collective worship. Other supportive material is available from the non-fiction section of the children's library.

Spiritual, moral, social and cultural development.

### **1 Spiritual development will be promoted by:**

- a) celebrating special achievements
- b) using artefacts and different stimuli
- c) consider a variety of beliefs and feelings
- d) thinking about aspects of life which have special meaning

### **2 Moral development will be promoted by:**

- a) discussing the school rules and other moral and values in religion
- b) talking about friendships, relationships and bullying
- c) developing empathy for others
- d) consider a variety of moral issues

### **3 Social development will be promoted by:**

- a) bringing visitors into school
- b) finding out about others lives

- c) coming together as a school community
- d) sharing experiences together

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4 **Cultural development will be promoted by:**

- a) using music, dance, art, drama, story, artefact and songs from their own and a range of cultural backgrounds
- b) exploring and valuing the pupils own cultural backgrounds

**Subject Leader**

The role of the subject leader is:

- a) to plan and maintain the assembly programme (displayed in the staffroom)
- b) to evaluate the provision of collective worship
- c) to update and maintain resources

