

# **Bushfield Road Infant School**



## **RE Policy 2021-2022**

**Reviewed: October 2021      Next review: October 2023**

## **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 enable 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

This policy has been adopted by Bushfield Infants in consultation with the RE subject leader and teaching staff. It was approved in the autumn term and will be reviewed October 2023 in accordance with the Lincolnshire Agreed Syllabus.

Religious Education is compulsory for all children, including those in the EYFS who are less than five years old.

## Purpose

At Bushfield Road Infant School, we ensure that Religious Education equips children with the skills to become curious, inspired, engaged and religiously literate in order to continue their lifelong learning within our multicultural world. Our aim is to encourage our pupils to become engaged citizens who understand respect and diversity and to see themselves as positive future role models within their society. We aim to ensure that pupils develop their confidence and assertiveness, all skills which will enable them to embrace the challenges and joys that life may bring.

Our Religious Education curriculum within reception offers opportunities for children to immerse themselves in talk and understand the importance of being caring and respectful. They begin to understand what makes them unique, the similarities and differences within religions, as well as understanding the beautiful world around them. The Year 1 and 2 curriculum explores three religions and their beliefs and values these being, Christianity, Islam and Judaism. Embedded within the curriculum are four core areas: God, Being Human, Community and Life Journey. These key areas enable pupils to retrieve and deepen their knowledge and understanding of key concepts and practises.

We encourage our pupils to investigate, interpret and apply their skills to a variety of other subjects through cross curricular learning and the teaching of British Values, helping to prepare them to become respectful citizens within their community

## Organisation, Planning Aims/Evaluation of Religious Education

We plan our religious education curriculum in accordance with The Lincolnshire Agreed Syllabus for Religious Education 2018-2023. 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 knowledge and skills throughout each term and year group.

The content of RE reflects the fact that the religious traditions of Great Britain, are in the main, Christian, but it also reflects the teaching and practices of other principle religious traditions represented in Great Britain.

We use our curriculum map to understand the coverage for each year group. We understand the importance of ensuring that pupils become religiously literate and understand three main

ideas which also underpin our assessment of children's knowledge: Believing (Theology) Living (Human and Social Sciences) and Thinking (Philosophy)

We carry out curriculum planning for RE in three phases (long-term, medium-term and short-term). The long-term plan maps the sequence of learning in RE; the medium-term plan gives details of each unit of study delivered to each Key Stage.

The Reception Plan is based around 6 main themes, through stories and immersive learning children begin to understand different religions and beliefs in relation to the natural world around them. Each Year 1 and Year 2 unit explores 3 main religions Christianity, Islam and Judaism. Through key questions and themes children develop a deep understanding of the beliefs and values within each religion. Furthermore, they develop their skills within RE to apply these to other cross curricular subjects.

## Aims

Within this framework our aims in RE are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews.
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts.
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs.
- Enhance their spiritual, moral, social and cultural development by:
  - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them.
  - Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience.
  - Reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.

## Time Allocation

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). We meet this expectation by providing the minimum time of 36 hours per year for KS1 This time is arranged as discrete hour-long lessons per week/in a range of ways, including discrete weekly/fortnightly lessons and RE days.

RE forms part of the planning at EYFS; although there is no expected time allocation at this

level, we expect that there will be connections made between RE and the Early Learning Goals.

## **Teaching and Learning**

Ofsted guidance encourages a range of teaching and learning styles in RE; our policy is to aim to ensure enquiry, art, drama, thinking skills, speaking and listening activities, multisensory activities, visits/visitors, ICT and other teaching strategies are used in order to enable each child to progress in RE according to their individual needs. We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone. We teach to the attainment targets of the Lincolnshire locally agreed syllabus for RE/follow the guidance of the Lincoln Diocesan Board of Education in relation to assessment of progress and attainment in RE. Within our annual summer reports we make reference to each child's progress within RE. This report will be based on regular monitoring of work within RE using a variety of different methods such as, verbal feedback and written comments on individual pieces of work.

## **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 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.

## **End of KS1 Assessment**

Believing (Theology)

Living (The Human Sciences)

Thinking (Philosophy To)

B1: Engaging with key beliefs and concepts through analysis of texts.

Be able to use clear and simple language to retell a story (e.g a parable from the New Testament, the story of the Prophet Muhammed and the spider, the story of Rama and Sita.

B2: Making connections between key beliefs/concepts within and between belief traditions

Recognise a link between a story and a belief/concept (e.g the story of the Lost son in the New Testament and beliefs about forgiveness.

L1: Showing understanding of core concepts relating to human/social scientific study of religion and belief

Be able to identify that different people have different beliefs about the world around them.

L2: Showing understanding of the connection between religious practice and context.

Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in UK/around the world.

L3: Showing understanding of the way in which beliefs impact on the individual.

Be able to identify at least two ways in which beliefs can impact on daily life of an individual believer (e.g prayer, diet, etc...)

L4: Showing understanding of the way in which community can impact on religious practice.

L4a: Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.

L4b: Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage

T1: Articulate how and whether things make sense

Be able to ask questions about the world around them.

T2: Showing awareness of different approaches to understanding the world

Be able to make connections between using their senses and what they know about the world around them.

T3: Showing evidence of a process of reasoning

Uses reasons to support personal opinions about religions/beliefs.

## **Withdrawal from RE**

Should a parent/guardian request that their child be withdrawn from RE, we will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision.

However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, *but should not incur any additional cost in so doing.*

Any queries regarding withdrawal from RE should be directed to the head teacher Mrs Bass

## 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
- Ramadan
- 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	2.30–2.45pm
Tuesday	Wholeschool assembly	2.30–2.45pm
Wednesday	Class assembly	2.30–2.45pm
Thursday	Wholeschool assembly	2.30–2.45pm
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 work 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 at a certain 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) considering 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) considering a variety of moral issues

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

- a) bringing visitors into school

b) findingoutaboutotherslives

- c) comingtogetherasaschoolcommunity
- d) sharingexperiencetogether

- 3-

4 **Culturaldevelopmentwillbepromotedby:**

- a) usingmusic,dance,art,drama,story,artefactandsongsfromtheirownandarangeofculturalbackgrounds
- b) exploringandvaluingthepupilsownculturalbackgrounds

**SubjectLeader**

The role of the subject leader is:

- a) toplanandmaintaintheassemblyprogramme(displayedinthestaffroom)
- b) toevaluatetheprovisionofcollectiveworship
- c) touupdateandmaintainresources.



Oct 2021



