



## Crest Infant School & Nursery

### Religious Education POLICY

Person Responsible: Alison Bradley  
Date of Review: December 2016  
Date of next Review: December 2019

## **CREST INFANT AND NURSERY SCHOOL**

### **RELIGIOUS EDUCATION POLICY STATEMENT**

Religious Education provides, within the curriculum, a reminder that education concerns the whole person: body, mind and spirit, and enables pupils to explore meaning and purpose in their lives.

The Education Reform Act 1988 requires that a broad and balanced curriculum promotes among other things the spiritual and moral development of pupils. R.E. is one area of the curriculum where this educational aim is made explicit. R.E. must be taught to every registered pupil and we hope that parents with any concerns about our R.E. programme would confer with the teachers before requesting that their child be withdrawn. All schools must teach R.E. in accordance with a locally agreed syllabus, which in this authority is the **Medway Agreed Syllabus 2006**.

This Syllabus reflects the Government's commitment to strengthen the position of R.E. and promotes respect, understanding and tolerance for those who adhere to different faiths. R.E. has equal standing in relation to the core and other foundation subjects within the school's curriculum, but has its own attainment targets, programmes of study and assessment arrangements, rather than any prescribed nationally.

The Syllabus devotes most attention to Christianity with at least 40% of the time in each key stage, gives clear guidance on what is to be taught from all religious traditions and includes moral education. It does not confine itself exclusively to R.E. based on Christianity nor is it denominational or aiming to convert pupils to religion. It aims to provide a broad and balanced R.E. curriculum, promote the spiritual and moral growth of pupils and develop an appreciation of religion in contemporary life.

The school has appointed an R.E. Subject Leader to develop the subject and help other teachers with the planning and delivery of a balanced R.E. curriculum, based on the Syllabus.

At Crest Infant and Nursery School Mrs Alison Bradley, Class Teacher, fulfils this role. As far as possible, we provide the R.E. Subject Leader with appropriate training and resources to ensure that the Syllabus is satisfactorily covered and to develop the expertise of other teachers of R.E. Schemes of work for R.E. are planned in the light of the teaching context, specialist resources available, the demands of National Curriculum subjects and the age and ability of the pupils.

#### **R.E. IN KEY STAGE 1 AND THE FOUNDATION STAGE.**

From the time, when pupils arrive in our school, we attempt to build on their experience of life: family, friends, and important events and introduce them to stories, pictures, artefacts and symbols used in religious and moral concepts, develop positive attitudes and be able to reflect on their own lives with greater maturity.

By the time pupils are aged 7, they should have an understanding of their own personal worth and identity, the different kinds of relationships between people and the work and responsibilities of adults with whom they have contact. They should be able to appreciate the natural world, its wonder and complexity. They should have learnt a simple vocabulary for use in discussing religion and be familiar with the lives of some key figures in religion whose example has inspired others. They should be able to ask perceptive questions and reflect upon possible answers, be sensitive to the feelings and needs of others and to what they value as

precious and of special significance. They should be able to celebrate new achievements and discoveries: birthdays, family events and festivals and express their ideas and feelings through the visual arts, writing, speaking, music and movement.

## **THE PROGRAMME OF STUDY FOR THE FOUNDATION STAGE.**

The Foundation Stage includes all Reception children and, by law, they have to be taught R.E. There are in seven areas of learning, of which two areas are relevant to R.E. Therefore, the R.E. for the Reception Year is planned and met through the Prime area of Personal, Social and Emotional Development and the specific area of Understanding the World. They will learn about special people, books, times, places, events and celebrations. They will visit places of worship. They will learn religious stories and vocabulary. The areas have formed the basis for the R.E. Scheme of Work that is now being taught in the Reception Year. In September 2012 the EYFS framework became mandatory for all providers and covers from birth to the end of reception year. Thereby the Nursery also has to fulfil the 16 months to 26 months, 22 months to 36 months, 30 to 50 months and 40 to 60 months objectives. Their progress is monitored using the Development Matters assessment which charts their development in age bands.

## **THE PROGRAMME OF STUDY FOR KEY STAGE 1**

The basic requirement at Key Stage 1 is to explore Christianity and Judaism and one other religion of choice. There are six units of Christianity, 4 units of Judaism and 2 units of Islam.

These Units are to be taught for a recommended 36 hours per year with some flexibility. The Units ensure that pupils are meeting both Attainment Targets of Learning about Religion and Learning from Religion. The R.E. Subject Leader has written Schemes of Work including objectives and strategies for non R.E. specialist teachers. The schemes will be reviewed regularly to ensure they are relevant and suitably matched with resources. The Units are mostly taught in six week blocks, with provision for continuity and progression across the Key Stage.

### **Themes within each unit:**

- a. Origins
- b. Symbols
- c. Authorities
- d. Community
- e. Believing
- f. Story
- g. Celebrations
- h. Symbols
- i. Leaders and teachers
- j. Belonging
- k. Myself

These are taught within the Schemes of Work.

## **CONCEPTS**

There are three kinds of concepts in R.E.

Common Concepts	-	describing and explaining aspects of human experience
General religious concepts	-	used by a number of religions
Distinctive religious concepts	-	used by only one religion, enshrining key beliefs and values

There are also specialist or technical terms relating to each religion.

## **SKILLS**

The general teaching requirements of inclusion, the use of language and those of ICT also apply to Religious Education. These and general key skills can be taught through the RE curriculum.

## **SPIRITUAL**

Religious education lessons can foster an awareness of the Spiritual dimension by giving children opportunities to experience awe and wonder. Through an effective approach to RE, our children may encounter stillness in a special place in the natural world or perhaps inside a religious building. They can begin to understand the spiritual aspects of life by exploring their own thoughts, feelings and responses to appropriate situations.

The Medway Syllabus ensures that pupils are provided with opportunities to:

- explore ultimate questions and to reflect on different answers that have been given to them
- reflect on their own beliefs and values
- appreciate the different beliefs and values, which underpin their lives and offer guidance, directions and hope to millions of people
- be moved by contact with religious stories, music and visits to places of worship.

(Medway Agreed Syllabus for R.E.)

## **MORAL**

Throughout key Stage 1 our children will be presented with a variety of opportunities in which they may explore the moral codes which underpin social behaviour.

## **SOCIAL**

Through work in RE, pupils recognise differences and learn to apply this understanding to social situations. Tolerance, fairness, respect, self-understanding and enquiry are all attitudes which will be fostered through RE. Children can learn to see themselves as members of a diverse society and put behaviour patterns into perspective.

## **CULTURAL**

Our children will learn through RE that religious belief is an integral part of culture. Christmas and Easter are a major part of British culture, as are May Day and Harvest. Through exploring a variety of religious festivals, such as Diwali and Chanukah, children can build an understanding of cultural diversity.

## **SPIRITUAL DEVELOPMENT**

### **LEVEL DESCRIPTIONS**

There are level descriptions describing progress in R.E. These are in the two Attainment Target Areas. By the end of Key Stage 1, most pupils should be within the range of levels 1 to 3.

At Level 2 pupils can develop their knowledge, skills and understanding with reference to:

A.T. 1 - Learning about religion

- beliefs and teachings;
- practices and ways of life;
- forms of expression.

At level 2 pupils, in light of their learning about religion, express their responses and insights with regard to questions and issues about:

#### A.T. 2 – Learning from religion

- identity and belonging;
- meaning, purpose and truth;
- values and commitments;

### **PLANNING**

The long term and medium term planning has been set out by the Subject Leader in blocked sessions in which lessons can be spread out or blocked together as the teacher wishes. This has been formed into Schemes of Work for each Year group with objectives, strategies, attitudes and skills, set out with allocated available resources. The planning throughout the Key Stages ensures progression of learning and skills.

### **GOVERNORS**

When required the R.E Subject Leader will liaise with the Governor responsible for R.E and keep him/her informed of changes.

### **ASSESSMENT**

Assessment Opportunities and extended writing opportunities are written into the Schemes of Work for each term's work. These are to build up a picture of what the pupils have learned over the unit of work. Assessment is quite often through discussion and observation as well as written, recorded tasks. Each term's work is recorded on an assessment sheet which is given to the RE Subject Leader in Key Stage 1.

**A.C. Bradley**  
December 2016