



## Newdigate (Endowed) C.E. Infant School Policy for Religious Education

Updated January 2020

### Our School Vision

'In God's Hands we Learn and Grow' is our overarching school vision. We aim to achieve this by providing a happy community where all work together and all are loved, valued and respected as unique individuals. Our community provides a nurturing environment where very young children can flourish and grow, building strong foundations for their next steps and future life. We demonstrate this commitment through **6 core Christian values** (Love, Peace, Trust, Thankfulness, Forgiveness and Hope) that are depicted on our values tree. The parable of the mustard seed is a key passage that further reflects our vision.

Our Christian ethos provides the framework for education, including religious education, in our school and underpins our whole curriculum.

### Our School Values:

					
<u><a href="#">John 15:12</a></u> <i>Love each other as I have loved you.</i>	<u><a href="#">Psalm 34:14</a></u> <i>Seek peace and pursue it</i>	<u><a href="#">Proverbs 3: 5-6</a></u> <i>Trust in the Lord with all your heart</i>	<u><a href="#">Chronicles 29:13</a></u> <i>Now, our God, we give you thanks and praise your glorious name</i>	<u><a href="#">Psalm 130:4</a></u> <i>But with you there is forgiveness</i>	<u><a href="#">Romans 15:13</a></u> <i>Now may the God of hope fill you with all joy</i>
<b>We show love and compassion for each other.</b>	<b>We will make a peaceful school and world.</b>	<b>We put our trust in each other.</b>	<b>We are thankful for what we have and will look after our world.</b>	<b>We always try to forgive each other.</b>	<b>We are hopeful for ourselves and others.</b>

At the heart of all we do, it is our aspiration that our children will live out our values both now, in school and at home, and later as they journey on in life. Our school values are underpinned by the British Values of Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of Those with Different Faiths and Beliefs.

Alongside our School Values we have our **Bee Rules** which help to guide our daily choices



### **National Curriculum Requirements for Key Stage 1**

In line with legal requirements, Voluntary Aided Church of England Schools we ensure that we provide RE in accordance with the teachings of the Anglican Church. We follow the Guildford Diocesan Guidelines for RE.

In KS1 pupils should study 144 hours across the key stage (72 hours per year), or approximately 1 and half hours per week (10% of the teaching time.)

RE can be delivered weekly, or in a block themed approach or cross curricular. In addition, the children engage in a number of Pause Days.

### **Philosophy/Aims**

Children come to school with a natural curiosity about their world and existence.

Our aim is to develop an understanding of the meaning of faith and its social, moral and personal significance by:

- Nurturing and challenging children from families of Christian faiths, no faith and other faiths.
- Contribute to pupils' personal development including spiritual, moral social and cultural development, and linking this with the teaching of PSHCE.
- Give pupils the opportunity to explore religious language and symbolism.
- Introduce children to other world faiths
- Experience Christian faith and places of worship

### **Delivery**

Children will participate in a wide range of activities and experiences. They will be given opportunities to develop spiritually and learn through:

- First-hand experience - the use of visitors, visits to places of worship, artefacts and festivals
- Expression – using imaginative play, drama, hot seating, creative art and design, dance, literacy
- Investigation - of stories, religious texts (including the Bible), beliefs, practices and religious ways of life
- Reflection - consideration of their own and others feelings, experiences, beliefs, attitudes and spirituality
- Making links (synthesising) – making connections between learning and life
- Enquiry based learning - investigation, interpretation and understanding;
- Evaluation – critically engaging with what they have been learning, responding to the thoughts and opinions of other children, answering the key enquiry questions.

## **Planning**

### **The Early Years Foundation Stage**

In accordance with the Development Matters in the EYFS children are taught to know about similarities and differences between themselves and others, and among families, communities and traditions. This is delivered in a variety of methods and cross curricular, using the Guildford Diocesan guidelines. This includes the experiences, festivals and stories from different faiths.

### **Key Stage 1**

Our R.E. unit planning is guided by Guildford Diocesan Guidelines for Religious Education, which ensure a balanced and comprehensive R.E. curriculum (see the R.E. Learning overview Long Term Plan).

The Guidelines provide Units on:

- Christianity (not less than 80% of RE time is spent on Christianity)
- Judaism and Islam (not more than 20% of RE time is spent on other faiths).

Long term planning for RE is undertaken in the context of the school's overall curriculum plan which reflects the needs of all the children. The staff agree which parts of the programme of study are drawn together to make coherent, manageable teaching units. We have agreed a two yearly long term plan for KS1 and a yearly plan for the EYFS. This includes the compulsory Diocese units, Pause Days and Optional Study Units. Some R.E. learning is additionally taught as part of our outdoor learning.

Medium term planning identifies the area of a specific topic that will be focused upon each week.

Short term planning is the responsibility of individual teachers who build on the medium term plan by taking account of the needs of the children and identifying ways in which ideas might be taught to the children. The lessons reflect the principles of **enquiry-based learning**, using the skills of Reflecting/Interpreting/Synthesising/Empathising/Expressing.

## **Progression**

Progression is ensured by using the Unit Planning information and using the Diocesan assessment criteria given at the end of each unit. The children are assessed against 'Learning about' and 'Learning from'. Each class has an RE learning journey book which records the children's comments and it may include samples of work, to illustrate the children's learning journey through some of the units.

## **Differentiation**

A range of methods are used - this could be targeted by outcome, differentiation through setting different tasks, questioning or the use of different resources. The needs of all vulnerable children including those of the SEN register will be accounted for.

## **Assessment Recording and Reporting**

There are both formative and summative assessments made by the teachers for all children.

In the **EYFS** the children's progress is assessed and monitored at the end of 3 of the units\*; additionally it is monitored throughout the year in the EYFS areas of, primarily 'People and Communities', but also 'Making Relationships' and 'Self-confidence and Self-awareness'. Class books will be created for some units

to show the journey and discussions through the topic. At the end of the academic year the children are assessed in all areas of the EYFS against the criteria of 'Emerging', 'Expected' and 'Exceeding.'

In **KS1** teachers use the assessment sheet, provided by the Guildford Diocese, at the end of three of the units\*\*, to assess the children. Class books will be created for some units to show the journey and discussions through the topic. At the end of the academic year a best fit of 'emerging', 'expected' and 'exceeding' is given to each child as a summative assessment for the year.

### **Resources**

Resources are kept in the staffroom in labelled boxes with appropriate artefacts and books.

### **Equal Opportunities**

This relates to the Equal Opportunities and Inclusion Policies. All pupil groups will be provided for according to their identified needs. We ensure equal access to the RE curriculum for all regardless of ability, sex, race or disability.

In accordance with the Education Act of 1944 and 1988, parents have a right to withdraw pupils from RE lessons. However, we encourage them, where possible, not to do this as we promote inclusion.

### **Health and Safety Issues**

Children should be taught to use materials and artefacts in accordance with health and safety requirements. Equipment should be stored and handled correctly and with respect.

### **RE Leader Role**

The Leader is responsible for drawing up the elements of the policy and guidelines. This is discussed and agreed with the staff and Governors. The Leader will plan time to evaluate and monitor the teaching of RE in each year group. This will include book looks, lesson observations and data analysis. When observing teaching, the RE leader will use Newdigate's Teaching Charter in conjunction Newdigate's RE Teaching Summary Analysis. (The RE Teaching Summary was drawn up from a teaching sheet from the Diocese.)The leader will look in depth at the quality of RE education including intent, implementation and impact.

### **Quality Assurance**

The policy and practice will be evaluated by Mrs Gayle Priestley, RE Leader.

## **Appendix A**

\*Units assessed in the **EYFS**: 'Why do we have celebrations'; 'There's no place like home.'; 'Meals with Jesus' or 'New life all around.'

\*\* Units assessed in **KS1**:

**Year 1** – 'What is the Bible about?'; 'Is Easter happy or sad?'; 'What is the Torah and why is it important to Jews?'

**Year 2** – 'Why is the Bible an important book?'; 'What is Easter really about?'; 'What is important for Muslim children?'

**Each classroom will have a prayer space/reflective corner.**

This will include

- A class book
- School prayer
- Cross
- Candle
- Bible
- Prayer basket (Year 2)