



Blue Gate Fields Infant School

RE Policy

Agreed by staff
Agreed by governors

June 2019
Review June 2021

Aims

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The curriculum for RE aims to ensure that all pupils:

- know about and understand a range of religions and worldviews
- express ideas and insights about the nature, significance and impact of religions and worldviews
- gain and deploy the skills needed to engage seriously with religions and worldviews

Objectives

To provide opportunities for pupils to:

- learn to talk and write with knowledge, understanding and empathy about religious and other beliefs, including their own
- enrich their own creativity by engaging with the creative aspects of the religions they study
- listen to and learn from those whose perspective is different to their own
- problem solve through exploring questions of meaning and purpose

Planning

Planning is to be found under Whole School Planning on the store box.

The Tower Hamlets Agreed Syllabus for Religious Education 2017-2022 prescribes a minimum number of religions to be studied as follows:

Foundation Stage - Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Key Stage 1 - Christians, Muslims or Jewish people

Planning for RE is topic based. The topics are chosen from the units of study suggested in the Tower Hamlets agreed syllabus using the guidance provided. Long term planning sets out the topics for each half term for EYFS, Y1 and Y2, following the guidance given in the syllabus. Medium term planning is written by EYFS, Y1 and Y2 staff to elaborate how each topic will be taught week by week. Class teachers are responsible for daily plans (short term planning). Topics are revisited each year, with previous work being built on and extended.

Teaching

A minimum 5% of curriculum time is required for teaching religious education (this does not include nursery). In practice this amounts to 36 hours of tuition for Reception and KS1 during the year.

Reception children attend two assemblies a week in the hall and have at least two carpet sessions a week, either a circle time or time devoted to the topic for that half term. In addition they are involved in activities connected with the topic as outlined below. KS1

children have two assemblies in the hall each week, 30-45 minutes lesson time (focussed on the topic for the half term) and two class assembly times/circle times. In addition they spend time preparing for special assemblies.

Children can record using the spoken word, writing, drama, drawings and paintings and photographs. Video clips and DVDs relating to other faiths, listening to stories, opportunities to talk to and question members of different faiths, handling artefacts, learning songs and dances connected with different festivals and making food eaten at different celebrations are all important ways in which children can learn about and learn from different religious traditions.

In Reception the children visit a church. In KS1 the Children's pastor from St Paul's Church in Shadwell comes into school to talk about Easter, and members of Afab (local 6th formers) also visit to talk about aspects of their faith. These visits provide first hand experiences of the buildings, symbols and beliefs of different faith communities and an opportunity to meet people for whom these are important.

Cross Curricular Links

Personal, social and emotional development: for example, children are encouraged to reflect on their own experiences and feelings and those of others during circle times

Literacy: children are exposed to and use a variety of literary genres: for example, in Reception writing cards for their families to mark different festivals, and in KS1 writing recounts of any visits to the mosque and synagogue and recording facts they have learnt about different faiths by labelling drawings

ICT: researching facts about different faiths and festivals using computers and watching DVD clips and accessing digibooks

Knowledge of the world: finding out about and experiencing aspects of different cultures, including buildings, dress and food and artefacts

Creative: exploring the art, music, drama and dance of other cultures and using these media to express their responses

Equal opportunity

All children are given access to the RE curriculum: it is open to male and female pupils, believers of religious traditions, all ethnic, racial or cultural groups, those who are unsure about religion and faith, and those who have no religious faith.

Inclusion including provision for gifted and talented, EAL and SEN.

Religious education is a compulsory, core subject of the basic curriculum, and all pupils who are not withdrawn from RE by the wishes of their parents take part in it. Pupils have a wide range of abilities, experiences, backgrounds and needs. Differentiation is used in planning, teaching and assessment to match the challenge of RE work to individual learners' needs through:

- providing imaginative, open-ended learning experiences
- providing resources and tasks of differing complexity
- using support staff to support the work of individual children or groups of

children

Planning and teaching takes into account the targets laid out in children's Individual Education Plans. Some children with difficulties in learning will be planned for and assessed using P levels. Levels P4 to P8 refer to skills, knowledge and understanding in RE.

Assessment

In Early Years each class compiles a Celebrations Book during the year. This includes photos and samples of the children's work. Every child is encouraged to say something about what they have learnt, experienced and enjoyed about each celebration and these comments are recorded and included in the Celebrations Book. Observations are kept in the children's Special Books.

In KS1 the children are assessed according to the Tower Hamlets assessment model. This is related closely to the threefold aims of RE stated at the beginning of this policy. At the end of KS1 most children will have achieved level 3. Work samples across the ability range (which may be written work, photographs with comments, art work, adult scribing of children's responses etc) are collected during each half term topic, levelled and filed in the children's topic folder. These are then moderated termly.

Standards

In KS1 the great majority of pupils are expected to work within levels 1 to 3 and to attain level 3 at the end of KS1. Work samples and conversations with children show that the majority of children in KS1 are working within levels 1,2 and 3.

At the end of Reception, children are assessed using the Early Learning Goals, and in particular the goals for Personal, Social and Emotional Development, and Understanding the World: People and Communities and the World.

The levels achieved by Reception and Year 2 children are monitored at the end of the year.

Involving parents

Parents are invited to the Eid and Christmas assemblies and parties. Parents are invited to work together to write a short introduction to the Eid assembly to be read out by Yr2 children. The children make cards connected with different festivals to take home for their families.

This R.E. policy was approved by governors in June 2019 and signed by the chair of governors.

..... Chair of governors.

..... Date

It will be reviewed in June 2021 or sooner in the case of any major changes.