

Windlesham Village Infant School

Religious Education Policy



Reviewed: March 2022; next review March 2024

Agreed July 2022

Aims

RE at Windlesham Village Infant School is about helping children to build up their own belief and value systems through learning about the religious beliefs and practices of others. This starts with themselves and their community and widens into broader horizons of a world setting. Through their studies it is hoped that the children will not only develop their own beliefs but grow in understanding and tolerance of others. Religious Education gives our children the opportunity to reflect on and learn from the faiths and beliefs of those around them.

Statement of intent

Windlesham Village Infant School recognises the effect that an inclusive teaching style can have on pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the Surrey locally-agreed syllabus (Surrey SACRE). The school has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils understand all elements of RE, as per the locally-agreed curriculum.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.
- Progression of academic achievement occurs consistently

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act

This policy has been created with regard to the following statutory and non-statutory guidance:

- DfE (2019) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (2021) 'Statutory framework for the early years foundation stage'

Approaches and attitudes

All children (unless specifically withdrawn by parents) are taught RE through a combination of thematic work and blocked periods of work. The Local Academy Board has adopted the Agreed Syllabus for RE in Surrey (SACRE) 2017-2023.

Within the Surrey Agreed Syllabus, learning in RE is divided into two distinct but complementary areas: Expressing ideas, beliefs and insights; Showing knowledge and understanding.

For the Foundation Stage, RE teaching is thematic, with topics based on children's own lives and experiences; we introduce pupils to Christianity, as well as other religions and beliefs represented within their own class and/or school.

All children in the EYFS will be taught RE as an integral part of their personal, social and emotional learning. All children will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling. All children will be encouraged to reflect on their feelings and experiences. Teachers will encourage imaginative play and curiosity in children. All RE teaching and learning must have regard to the most up-to-date version of the DfE's [EYFS framework](#).

For Key Stage 1, we introduce the study of Christianity and aspects of Judaism and Islam incorporating, where appropriate, consideration of non-religious world views.

Teaching and Learning

Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain. Classroom teachers encourage pupils to discuss topics covered in RE with their peers and as a whole class. To improve understanding of the topic, several methods of teaching are deployed, including but not limited to:

- Storytelling
- Teacher-led activities
- Pupil-initiated activities
- Debating
- Dramatic performance

To improve communication and language in the classroom, teachers will encourage pupils':

- Organisation, clarification and sequencing of thoughts, feelings and ideas.
- Development of their own narratives in relation to the stories they hear in lessons.
- Exploration of their feelings and emotions towards set narratives.

Skills and processes to be developed through RE

Progress in RE depends upon the development of the following learning skills applied within RE. These skills are used in order to develop a range of activities which allow children to demonstrate their capabilities within RE. This approach ensures that teachers will move children beyond knowledge accumulation and descriptive work to higher level thinking and more sophisticated skills.

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| • Reflection | • Analysis |
| • Empathy | • Synthesis |
| • Investigation | • Application |
| • Interpretation | • Expression |
| • Evaluation | |

These areas of learning, skills and progresses are very much inter-related and are taught in this way to produce a balanced approach.

Organisation

RE is planned on a termly basis. It is taught within year groups and major festivals have specific allocated time and are celebrated, or shared, in some of the whole school assemblies. Visits are arranged to the local church and outside speakers also come into school to share their cultural and religious practices with the children.

Planning

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Planning for RE will comprise long-term, medium-term and short-term planning which will be undertaken by the relevant member of staff, e.g. the classroom teacher.

Long-term plans will be created by the subject leader and will include the topics studied during each term in the key stage.

Medium-term plans will be established by the subject leader and the details of work studied each term will be outlined for the teacher to build upon.

Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher and referred to the subject leader for verification.

Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.

Medium-term plans will identify the main learning objectives of RE, learning activities and differentiation. Knowledge organisers will express the main learning objectives, linked to assessment and will be shared with families. This information will be shared with the subject leader to ensure there is a visible progression between years.

Please refer to the SACRE document where detailed planning for each unit is set out.

Assessment and reporting

Pupils will be assessed using methods of formative and summative assessment throughout the year; assessment will be carried out at the conclusion of each topic to measure pupils' development throughout each unit. The results from formative assessments will be used to inform teachers' lesson plans.

This information will be passed on at the end of the school year to each pupil's future teachers, in order to measure how well a pupil has progressed at any given time in their religious education.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms. Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards RE and understanding of the key concepts.

The progress of pupils with SEND will be monitored by the SENCO. The SENCO will also communicate with the classroom teacher to ensure any changes to assessment and attainment are implemented effectively.

Assessment should be carried out against criteria from the Surrey Agreed Syllabus and the end of Key Stage statements in the Surrey document adhered to.

RESOURCES

- ⇒ Surrey Agreed Syllabus
- ⇒ RE Resource shelves - Books
- ⇒ Selection of Bibles
- ⇒ Religious boxes of artefacts located in Year 1 shared area
- ⇒ Assembly Books (some in Head teacher's Office)
- ⇒ Surrey SACRE <https://www.cofeguildford.org.uk/education/standing-advisory-council-on-religious-education/sacre-support-for-surrey-schools>
- ⇒ <https://www.natre.org.uk/>

