



Thames View Infants

RE Policy

Religious Education Policy

Rationale

Religion embraces a wide range of ideas, attitudes, customs and beliefs.

The children in our school are growing up in an area, which has a rich variety of religious beliefs and customs. There are opportunities to provide a wide variety of concrete experiences that may be used to consider the deeper meaning in our lives. Children are naturally fascinated by what people do and their curiosity may be harnessed by things that they can do and things they can handle and by telling stories, which describe important life experiences.

Purpose

- To provide children with an insight into the nature of religion, and what it means to be religious.
- To help children to acquire and develop those skills which will enable them to appreciate religious ideas and practices.
- To make available factual information about religion.
- To encourage attitudes of openness and sensitivity towards people whose religious beliefs and customs may be different from their own.
- To provide in particular an awareness of the nature and claims of the Christian religion.
- To help children to identify those areas of human life and experience in which religion plays a significant part.
- To explore with children the relationship between religion and other areas of experience and knowledge.
- To foster a sense of awe, respect and wonder.
- To contribute towards the children's moral development

Guidelines

1. RE will be taught for a minimum number of hours per week:

- Key Stage 1:
Year 1: 25 minutes per week
Year 2: 40 minutes per week

The teaching of RE should take place within a learning environment, in which all children make as much academic ('maximised value added') progress as possible. It should be taught systematically and methodically each week, adhering to the governing principles, detailed below - within a caring and supportive climate,

providing all children with an equitable, standardised, balanced, child-centred, ICT-rich curriculum. However, with time and maturity, and the rise in contextual value added progress that children and teachers will make as a result, progressively more reflective practitioners will utilise 'assessment for learning' information to engender an increasingly more diverse, rich and personalised learning culture within this framework. Accordingly, practitioners may well decide, within this context, to customise their own planning and teaching. Teachers may use assessment for learning information to provide a more reflective and responsive curriculum for their class, engendering personalised learning opportunities to identify and tackle the needs of individuals and groups of children to maximise learning opportunities. Similarly, teachers may decide within their year group to adjust the timings of individual lessons. On occasion, it will be appropriate to have a series of short lessons and, at others, children may require time to develop ideas, and refine and consolidate learning within a more sustained period.

2. The law stipulates that RE must be taught in accordance with the principles and policies determined by the LEA. These are set out in the Agreed Syllabus. This syllabus receives the agreement of a specially convened committee, known as the Standing Advisory Council on Religious Education, known as SACRE. The membership of SACRE is a combination of representatives from four bodies:
 - The Church of England
 - Groups as will appropriately reflect the principal religions of the area.
 - Teachers' professional associations
 - The local Education Authority
3. In Key Stage 1 teachers will refer to the Borough's Agreed RE Syllabus when planning.
4. The Medium Term Plans map out the learning intentions for each unit from within the RE Syllabus.
5. The RE Syllabus contains planning at lesson-level. These short-term plans should provide the starting point for lesson planning. Each plan should be carefully adapted to fit in with lesson timings; however, in doing so, teacher objectives and lesson structure will need to be upheld.
6. Children will become well informed about some basic facts relating to religion and religious practice.
7. Children will develop knowledge of special occasions such as birthdays, holidays and major religious festivals such as Christmas, Diwali, Eid and their importance to people. They will begin to learn that people from different communities share similar experiences.
8. Children will be given the opportunity to visit local places of worship and will be helped to understand their importance in people's lives.

9. Children will hear stories, which are form a major part of religious tradition and will learn that religions may have more than one version of a story.
 10. Stories told well, lead to questions and discussion. They present the beliefs of different religious communities in an accessible form. Through stories children will be encouraged to identify with characters and reflect upon their experiences. Questions for teachers to consider in respect of their use of a story, include:
 - *What can I do to help children to relate to the story?*
 - *What can I do to enhance the children's experience, which will help them to make sense of the story?*
 - *What questions does the story raise about people's lives?*
 11. Children will be taught the necessary language skills and vocabulary to discuss religious practices e.g. prayers, going to church/ synagogue, events such as baptism. They will be encouraged to ask questions and to talk about personal feelings and experiences and listen to others with respect.
 12. Children will be encouraged to develop a positive attitude towards other people and helped to understand that different people have different views and beliefs. Children will be helped to see the connection between religion and issues of right and wrong.
 13. If children are to gain a full awareness of religion, opportunities should be sought to inspire an understanding of the views and beliefs of others. Children are taught to respond to others with a deep level of empathy.
 14. In Key Stage 1, RE is taught by means of a "Whole Class Interactive" approach to learning, employing a lively pace and an episodic style of teaching, with a high emphasis on oracy, class participation and effective pupil/teacher demonstration and modelling. However, Within Year 1 classrooms, it is quite acceptable to see a more multidisciplinary approach to the consolidation segment of RE lessons – with role play and art all serving a purpose to help consolidate the learning intentions for a particular session.
1. RE will be taught *systematically* yet within a caring and supportive climate, where children feel sufficiently secure to take risks.
 2. Within the different episodes of the Whole Class Interactive Teaching lesson, teachers will skilfully use differentiated questioning to:
 - i. engage children in effective pupil demonstration and modelling;
 - ii. scaffold children through extended dialogue, to improve oracy skills, enhance self-esteem and to extend their children's learning through giving extended responses;
 - iii. identify assessment for learning information, to gauge understanding and to re-focus teaching, if necessary;
 - iv. offer children focused feedback.



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15. Short term plans should state clearly the learning intention in 'child speak' and the learning intention must be shared with the class, so that children know what they are expected to learn. The teacher must be sure of the learning purpose of the lesson. All children need positive feedback to reinforce their knowledge and self-confidence and activities may need to be modified to ensure that all children can participate.
16. Wherever possible, questioning and discussion should be encouraged between pupil and adult, and pupil and pupil.
17. Teachers will integrate ICT wherever appropriate into all lessons:
- a. Within the various episodes of the Teaching & Guided Practice Segment:
 - as a tool to aid the teaching of key skills; engage children, engender pupil modelling & demonstration and to enhance oracy.
 - b. Within the Child Consolidation Segment:
 - enabling children to undertake an ICT-based alternative activity, directly consolidating the learning intention for that lesson;
- or
- to provide an activity which consolidates the lesson's learning intention, whilst at the same time embedding skills linked to that week's ICT lesson.
- Within this manner, ICT will be employed as a vehicle to engender oracy, independent and collaboration worked and personalised learning, linked to this subject.