

Religious Education Policy

Religious Education at Glenfield Infant School follows the Agreed Syllabus for Hampshire, Portsmouth, and Southampton "Living Difference."

Vision statement for Religious Education

Every child at Glenfield Infant School will be encouraged to foster curiosity concerning the puzzles of life and be given opportunities to develop spiritual awareness. They will be given a chance to reflect on cultural and moral issues and explore their feelings and those of others. Children will be encouraged to respect the opinions and beliefs of others while exploring their own views and beliefs in a safe environment. They will be taught key aspects through Christianity as our main faith plus various others reflecting our current cohorts

Our Aims for Religious Education are to:

- Foster curiosity concerning the puzzles of life
- Develop a reflective attitude and encourage stillness of being
- Encourage opportunities for spiritual, cultural, moral and social development
- Develop an appreciation for the rhythm of nature
- Develop a sense of awe and wonder and care for the natural world
- Raise an awareness that people have beliefs that are important to them
- Encourage children to respect the opinions and beliefs of others whilst exploring their own views and beliefs in a safe environment
- Engage with concepts that are common to religious and non-religious experience alike (e.g. remembering, specialness, celebration, rights, duty, justice)
- Teach what Christians believe and to explore the beliefs of one other religions represented within our school and community

Teaching Approaches

The teaching approach encourages open enquiry and is not based on a particular belief or religious stance. The RE covered at Glenfield Infant School are taught as part of our curriculum in units across all year groups.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities to the school.

The RE topics aim to build on the children's own experiences and progressively develop an understanding of the key features, beliefs, celebrations and values of different faiths whilst fostering within the children an appreciation of the significance of faiths to their followers. Where possible, RE is integrated into relevant topics. There may be occasional reference to other faiths where opportunities arise.

Equal Opportunities

The teaching of RE is planned with due regard for the school's Equal Opportunities policy.

Children with Special Educational Needs are encouraged to be involved in all aspects of the school curriculum. Those with specific needs are catered for as appropriate.

Children who are Able and Talented in RE are identified and their needs are catered for in line with the Able, Gifted and Talented policy. There is also a brief annex to this policy.

Assessment of Religious Education

All children are assessed at the end of each unit of work or topic.

Assessments are recorded on RE assessment sheets available on the server.

RE will be assessed according to the EYFSE and early learning goals and tracking sheets in Key Stage 1.

This data is collected and evaluated by the Coordinator Rebecca White so we have a clear understanding of attainment.

Assessment informs planning, monitoring, and provides comments for annual reports.

Informal assessments are also made on occasions when pupils make spontaneous contributions.

The progress pupils make in RE is annually reported to governors through the written end of year report.

Monitoring of Religious Education

The RE Coordinator will monitor RE within the school through analysis of the assessment data, pupil interviews, work scrutiny, observations of displays and drop ins.

Right of Withdrawal

At Glenfield Infant School we wish to be an inclusive community but recognise that parents, have the legal right to withdraw their children from religious education on the grounds of conscience. We would ask any parent considering this to contact the Head teacher to discuss any concerns or anxieties they may have about the policy, provision and practice of religious education at Glenfield Infant School.

In accordance with DES circular 3/89 V.1, the legal right of teachers to withdraw from the teaching of RE is recognised. Any teacher wishing to withdraw must confirm this in writing to the Headteacher/Governing Body. In the event of this right being exercised, the teaching of RE will be implemented by another member of staff.

Alternative Arrangements

Parents are entitled and welcome to come into school to support their child's religious development during the time that their child is withdrawn.

Policy review

This policy will be reviewed 2 yearly.

Appendix to subject policy

Within our school we recognise that there will be some children who demonstrate a particular ability/talent within RE. These children will require a personalised learning plan with suitably challenging tasks/activities in order for them to further develop their talent/skill and achieve highly. For these children an AG&T plan will be written, in consultation with the child and targets will be set and monitored on a regular basis.

Children who have a particular ability/talent in RE may demonstrate one or several of the following skills above their chronological age:

- An ability to think more deeply about the topic
- Will ask and answer theological questions
- Can express their ideas in words and images which portray the topic
- Make links and comparisons and if they disagree, to explain and justify their ideas
- Move beyond mere description to evaluation and comparison, referring to prior experiences in RE

Reviewed September 2019