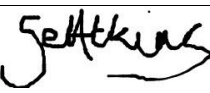




Marchwood Church of England Infant School RELIGIOUS EDUCATION POLICY

Headteacher/Responsible Manager: Sally Atkins

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Signed: 

Review due: September 2027

Introduction

As a Church of England school, we aim to provide a rich and varied RE curriculum that enables learners to acquire and develop knowledge and understanding of Christianity and other principal religions and world views. Our pupils will develop the ability to make reasoned and informed judgements about religious and moral issues which enhance their spiritual, moral, social and cultural development.

Vision and Values

Through our core Christian values of Love, Courage and Hope our vision is 'Learning for Life', ensuring that all children are happy, confident fulfilled individuals who build positive relationships. We want to help them understand and make a positive contribution to our diverse and rapidly changing society, and to challenge injustice in the world. We enable them to do this through focused, high-quality teaching and high expectations.

Aims

At Marchwood CofE Infant School we aim that RE will:

- Make a valuable contribution in establishing relationships and responsibilities with family, friends, school and community.
- Promote the spiritual, moral, cultural, social and emotional development of pupils at the school and of society.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Develop a sense of awe and wonder.

Teaching and Learning

Through RE we aim to :

Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. RE develops pupils' knowledge and understanding of Christianity, Judaism, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

Encourage pupils to explore their own beliefs (whether they are religious or nonreligious), in the light of what they learn, as they examine issues of religious belief and faith, and how these impact on personal and

social lives. Pupils acquire knowledge and understanding of religion and develop the ability to make reasoned and informed judgments about Christianity and Judaism.

Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society. Enhance pupils' spiritual, moral, cultural and social development.

Teach pupils to develop respect for others, including people with different faiths and beliefs, and help to challenge prejudice.

Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. RE encourages empathy, generosity and compassion and aims to develop a positive attitude towards other people, respecting the rights of others to hold different beliefs within a culturally diverse and multi-faith society.

The contribution RE makes to other curriculum aims in particular to community cohesion

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

The school community

RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored. The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community

a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community

RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues. RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights

Teaching RE

RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through the locally agreed syllabus.

At Marchwood we use the agreed syllabus for Hampshire County Council Living Difference IV (2021) as our main syllabus. This is an enquiry approach to Religious Education, which explores concepts and begins from a child's experience.

These concepts include: Belonging, Specialness, Thankfulness, Light as a Symbol, Bread as a Symbol, Angels, Belief, Sad and Happy, Change and Creation.

In addition to these concepts are four 'Golden Thread' concepts (Love, Community, Belonging, Special) that will thread through the curriculum to enable continuity across the key stages.

These concepts are structured through our long term planning to build upon previous knowledge and challenge children in each year group to ask questions and find out more at each stage of their learning.

When teaching a Christianity unit, the 'Understanding Christianity' resource is used to supplement our R.E. curriculum. The 8 key concepts focused on within Understanding Christianity units are God, Creation, Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God.

A 'spiral' curriculum allows pupils to revisit core Understanding Christianity concepts in different contexts as they move through the school, deepening their understanding of the meaning of the overall 'big story' of the Bible.

RE at Foundation and Key Stage 1 (KS1)

In order to make religious education an engaging, 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.

RE at Marchwood CofE Infant School is delivered in the following ways. We:

- give children the opportunity to listen to and learn from a selection of stories, some from the Bible.
- use artefacts appropriately showing respect at all times.
- develop both community and a deeper understanding of the importance of Church to Christians through visits to St Johns' Church
- encourage the children to discuss and ask questions and express their feelings openly.
- involve the vicar of St. Johns' Church in planning and delivering acts of Worship.
- give opportunities for quiet times when children may appreciate their surroundings, to reflect and explore their feelings.
- lead by example, showing respect and care for everyone.

Assessment

Teachers assess pupil performance during each unit of work. During the year the children are assessed on one of the following skill areas for each topic: their ability to Communicate, Apply, Inquire, Contextualise and Evaluate. Assessments are made against lesson objectives and the age related expectation for the key skill being assessed.

Cross Curricular Connections

The social, moral, spiritual and cultural (SMSC) strands run through all the different aspects of the school curriculum and teachers plan for meaningful links to be made between religion and the arts to ensure a wide range of rich activities, enhance children's self-esteem and confidence. RE fits naturally with subjects such as Art, Music, Drama, Dance and Personal, Social and Health Education (PSHE), and curriculum planning reflects these cross-curricular links. Speaking and listening plays a major role in RE and gives

children the opportunity to question and debate wider issues. Wherever possible, rich discussion opportunities are incorporated into RE and the concept wheel. Questions are recorded in planning including those initiated by the children as well as the teacher. A child's written work in RE is expected to be of a similar standard of work produced in literacy.

Equal Opportunities and Differentiation

RE makes a valuable contribution to the education of all pupils. As an essential part of the curriculum, it should provide a relevant and worthwhile learning experience for all pupils.

Learning in RE should enable pupils to:

- respect self and be sensitive to the needs of others
- have the opportunity to develop their faith
- challenge inequalities and discrimination associated with race, religion, culture, gender and ability

Inclusion/ Equality:

The range of special needs in RE includes:

- pupils who have special learning needs across the curriculum.
- pupils who are more able and talented across the curriculum, including RE pupils who themselves have a strong personal faith and / or commitment.

Special Educational Needs (SEN)

We believe that all children at Marchwood CofE Infant School should have equal access to RE so that they may have the opportunity to progress and demonstrate achievement irrespective of ability or special educational needs.

Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriate opportunities, in line with the requirements of the local authority agreed syllabus.

Where pupils have special needs, which are not identified as being learning difficulties we will, as a school, endeavour to respond sensitively to their needs e.g. supporting a child through a change in family circumstances, which may impact on learning.

Organisation of RE

At Marchwood CofE Infants Religious education has equal standing in relation to core and foundation subjects. In accordance with the structure of the locally agreed syllabus we have agreed that at KS1, pupils study Christianity and Judaism. In accordance with Diocesan guidelines, children experience a minimum of 36 hours RE teaching which broadly equates to 10% of curriculum time; this complies with the Church of England's Statement of Entitlement. Depending on the topic and the teacher, R.E. will be taught either during a regular weekly session, or in a 'block' within one week. RE will also be drawn into other areas of school life and the curriculum when appropriate. Reception children study R.E as part of their learning of Understanding the World.

Resources We have a range of resources in our school to be able to teach all our religious education teaching units. The school's RE resources are stored in the designated RE cupboards to be found in the Music room. There are Bibles in every classroom and a collection of religious artefacts which we use to enrich teaching in religious education. The school library has a good supply of RE topic books to support the children's learning. All teachers are responsible for returning RE equipment after use. The quality and availability of resources is to be maintained and respected by all. The range of resources will be updated and extended as necessary. Staff should report if particular areas need more resources or if they have found a new resource that they feel will support an area. Resources are also borrowed from the Multicultural Centre when required.

Responsibilities for RE within the school, (Head teacher and Governors)

The governing body and head teacher should also ensure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum.
- the subject is well led and effectively managed
- standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact, as part of the duty to promote community cohesion
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- all teachers appointed are aware they are employed to teach RE in addition to all curriculum subjects
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations regarding RE and pupils can make good progress
- monitoring visits from a Foundation Governors take place

Induction for New Staff

The RE subject leader will ensure that new members of the teaching staff will have access to the R.E. Policy and Scheme of Work and understand how they are used.

The RE co-ordinator will also ensure that new members of staff are aware of the RE resources available.

Financial Commitment

The financial commitment for RE will differ each year, depending on need and requirements of RE and other curriculum areas.

Role of the Co-ordinator

The role of the RE subject leader is to:

- co-ordinate the teaching of RE within the school
- assist in the induction of new staff • monitor the use of the policy and scheme of work
- ensure continuity and progression of the teaching and learning of RE across the Foundation Stage and Key Stage1
- meet with the members of the RE Cluster group and keep abreast of RE teaching and new initiatives
- make changes to the scheme of work if necessary • encourage rich discussion for each RE concept covered • order and maintain resources
- inform staff of changes/thinking in RE
- support staff to be confident in teaching RE

- provide where necessary, staff training and development liaise with religious leaders in the local community.

The Right of Withdrawal from RE

At Marchwood CofE 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.

However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils, or there are issues related to religion that arise in other subjects such as history or citizenship.

We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Marchwood CofE Infant School.

Managing the right of withdrawal

- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.

If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises