

# The Beacon Infant and Nursery School Religious Education Policy

## **Context**

The Beacon Infant and Nursery School is an average sized school. Pupils are mostly drawn from the immediate town area. Most pupils are White British, with a few pupils from other cultural backgrounds. It is part of the aims of the school to offer a wide-ranging education, to prepare pupils for life not only in their own community but also in a wider world. Pupils make a good contribution to both the immediate and wider community by regular participation in community events. We welcome the local Vicar into school on a regular basis.

## **Legal requirements**

RE is a part of the basic curriculum of the school and must be taught to all pupils, unless they have been withdrawn from it by their parents.

- Parents have the right to withdraw their children from RE.

-RE must be taught according to the Agreed Syllabus of the Cornwall LEA, "Religious Education in Cornwall 2011". This recommends approximately 5% of the curriculum time be spent on RE, in addition to the act of collective worship daily. 36 hours per year at KS1.

- RE must be non-denominational in county schools.

## **Foundation Stage**

RE in the Foundation Stage should promote the spiritual, moral, social and cultural development of the child. Teaching in RE should primarily focus on Christianity as this is the main cultural and religious heritage that the pupils will encounter in Cornwall and other religious traditions should be brought in where they are relevant to the context or the outcome of a particular piece of work. Reception classes must include a minimum of two Cornish festivals during the year.

The statutory requirement for RE does not extend to Nursery classes in maintained schools and is not, therefore, a legal requirement, however may be incorporated.

## **Aims and requirements for R.E**

These are set out in the Agreed Syllabus, and are summarised:-

Religious education provokes challenging questions.

It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions.

It offers opportunities for personal reflection and spiritual development.

It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures.

Religious education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious education encourages pupils to develop their sense of identity and belonging.

It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community.

Religious education has an important role in preparing pupils for adult life, employment and lifelong learning.

It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

It promotes discernment and enables pupils to combat prejudice.

### **Spiritual and moral development of pupils**

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In R.E. lessons, as well as PHSE and our Collective worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

RE will be provided through (one, two or all of these, or in combination)

- a. The normal integrated work of the school where ever it is possible to do so with integrity to the subject and topic.
- b. Discreet RE (mini-) topics where this is felt to be a more effective method of teaching and learning, and

### **Management of R.E**

The School Co-ordinator is Sarah Greatrex whose task it is within the overall management and curriculum policy of the school:

- ❖ To develop school policy on RE
- ❖ To ensure continuity and progression in RE through the school by following whole school development policy
- ❖ To develop and maintain a resource base for RE.
- ❖ To monitor in-service training in RE.
- ❖ To develop and maintain a development plan for RE.
- ❖ To monitor and evaluate the effectiveness of RE.

### **Methods in R.E**

RE, will use the full range of teaching and learning methods as appropriate for the age, development and abilities of the pupils, and for the purpose and content of the work, including:

- ❖ The use of artefacts.
- ❖ The use of an art based curriculum using pictures to inspire thought.
- ❖ Whole-class teaching.
- ❖ Individual research and resource-based learning.
- ❖ Visits to buildings and places outside school.
- ❖ Visits from outside speakers.
- ❖ Use of base skills of reading and literacy, but to also focus on an art based curriculum when teaching RE.

- ❖ Use of audio-visual resources such as radio, TV, video and computer.
- ❖ Differentiated work for pupils of different ability.

### **Attitudes to be fostered in RE**

Attitudes such as respect should be promoted within all parts of school life.

- Commitment
- Fairness
- Respect
- Self-understanding
- Enquiry
- Openness

### **Planning, assessment and recording**

Planning and assessment for R.E. is based on the two Attainment Targets set out in the Agreed Syllabus. The school believes that it is very important to monitor the progress of its pupils in RE as in any other subject.

- AT1 Learning *about* Religions
- AT2 Learning *from* Religion

AT1 - specific assessment tasks developed in the course of normal teaching and learning, and at the end of topics, to discover the achievement of pupils in specific areas of knowledge and understanding, as well as through the general marking of their work and observation of their progress. Assessment will be based on the learning objectives specified for that topic/area of work as indicated in the scheme below and recorded on Curriculum Sheets.

AT2 - the ability to identify and describe a coherent picture of each religion, explaining the meaning of religious language and symbolism and the similarities and differences between and within religions. On-going appreciation of pupils' ability to reflect on what might be learnt from religion in the light of the pupil's own beliefs and experience.

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum.

Approved by staff on .....

Approved by Governors on .....

Review date .....