

# WEST BYFLEET INFANT SCHOOL

## Religious Education Policy

The coverage and content of all Religious Education (R.E.) at West Byfleet Infant School is in line with the Surrey Schools agreed syllabus, as determined and reviewed by the Surrey SACRE in 2012.

This newly updated document stands until 2017 and a full copy can be made available.

### Aims:

Through our teaching of RE we aim to:

- develop pupil's knowledge and understanding of Christianity, and of the other principal religions represented in Great Britain
- develop pupil's interest in and enthusiasm for the study of religion, beliefs and enhance their own spiritual, moral, social and cultural education
- develop pupil's ability to make reasoned, informed and creative responses to religious and moral issues
- enable pupils to recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world

### Learning from religion will be:

- relevant to all pupils, regardless of their religious (or non-religious) background
- concerned with the active response of pupils to what they are learning about
- about developing skills e.g. the skill of living in a multicultural society, and attitudes such as empathy
- about raising questions from religious teaching that relate to pupils' personal experience
- open-ended, allowing pupils to explore ideas
- about enabling pupils to draw their own conclusions

### Approach, Ethos and Enquiry

It is vital that Religious Education encourages pupils to develop positive attitudes to their learning, beliefs and values of others. Lessons will feature high quality talk, discussion of themes, ideas and pupils will be encouraged to share their own and respect others' contributions.

The following are key skills that we aim to build through our teaching of RE:

### Self-awareness:

- feeling confident about their own beliefs and identity

- developing a realistic, positive sense of their own religious, moral and spiritual ideas
- recognising their own uniqueness as human beings and affirming their self-worth
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

#### Respect for all:

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own
- being ready to value difference and diversity for the common good
- being sensitive to the feelings and ideas of others.

#### Open-mindedness:

- being willing to learn and gain new understanding
- engaging in discussion or disagreeing reasonably and respectfully
- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs

#### Appreciation and wonder:

- developing their imagination and curiosity
- recognising that knowledge is bounded by mystery
- appreciating a sense of wonder of the world
- developing their capacity to respond to questions of meaning and purpose.

#### Cross-Curricular Links

Although RE will be taught discreetly, in line with the locally agreed syllabus guidelines, there are many ways in which the values and skills are promoted across and through the wider curriculum:

*ICT* – Through selective internet use, CD-ROMs and digital resources, pupils will be able to research information about different religions, beliefs and practices.

*PSHE* – Pupil's confidence and self-esteem will be developed through sharing their ideas, opinions and beliefs in a safe and respectful arena.

*Citizenship* – Developing pupil's knowledge and understanding about diversity and the need for mutual respect and understanding. Exploring the rights and responsibilities of citizens, locally and globally.

#### Local community links and out of school visits

Wherever possible, we will seek to use our school and local community links to promote and extend classroom learning. Trips to local places of worship, for example, nearby churches will aim to bring pupil's learning 'to life'.

#### Continuity and Progression

We will ensure progression through effective planning, combining the agreed syllabus with an understanding of our pupil's prior learning and experiences.

*Foundation Stage:* Through the 'Understanding of the World' strand of the Early Year's Curriculum, pupils in Reception will learn about the beliefs and cultures that others encounter, the celebration of different festivals and listen to stories from a variety of cultural and religious traditions. Children's learning will be thematic and pupils will reflect on people, objects, occasions and places that are special to them.

*Key Stage 1:* The two attainment targets that provide the outline for teaching in KS1 are: Learning about religions (AT1) and learning from religions (AT2). The expectation is that pupils will be introduced to the study of Christianity and aspects of Judaism and Islam, incorporating where appropriate, consideration of non-religious beliefs. Skills will be developed and extended from the Foundation Stage:

*Level 1* – Use some religious words and phrases to recognise and name features of religious life and practice. Recall religious stories and symbols and talk about their own experiences and feelings.

*Level 2* – Begin to show awareness of similarities in themes in religions, suggesting meanings for religious actions and symbols. Understand that people hold different beliefs and that some questions will require discussion and time to think.

*Level 3* – Use a developing religious vocabulary to describe some key features of religions, recognising similarities, differences, making links between beliefs and stories. Identify what influences them, making links between aspects of their own and others' experiences.

### Monitoring and Assessment

Religious Education attainment in the Foundation Stage will be assessed against the appropriate Early Learning Goals. In Key Stage 1, class teachers will make termly assessments based on observations, interactions and knowledge obtained during discreet RE lessons and other related subject and topic areas. Levels will be shared and passed on as appropriate.

**October 2012**