

## Religious Education (RE) Policy

---

Date of policy:	May 2011
Date last review adopted by governing body:	27 March 2018
Frequency of review:	3 years

---

### 1. Introduction

Religious Education at Writtle Infant School is based on the locally Agreed Syllabus for RE which is called Explore. It is a core curriculum subject. We value R.E. because it promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.

**The requirements of the agreed syllabus apply to all year groups and to all children unless parents have exercised their right to withdraw their child from the teaching of RE.**

### 2. Aims

To enable pupils to:

- learn about Christianity and other major world religions.
- reflect on and respond to significant aspects of human experience
- reflect on and respond to what they have learned about different religions
- engage with, analyse, interpret and evaluate the views of others
- recognise that people see things in different ways and respect the right of others to hold views that are different from their own

### 3. Organisation and management

It is recommended that 36 hours per year is allocated to RE at KS1. At our school this equates to a weekly lesson of one hour.

### 4. Programmes of study followed

#### Foundation Stage

#### RE-related early learning goals

Foundation Stage teachers are required to construct learning experiences and assessment opportunities in relation to statutory early learning goals (ELG). The ELGs set out what most children are expected to achieve by the start of Year 1, when the EYFS ends.

The ELGs are categorised according to the following seven areas of learning and development

- Communication and Language
- Literacy
- mathematics
- Understanding of the world;
- physical development;
- expressive art and design;
- personal, social and emotional development

There are 17 ELGs in total, and RE can make an active contribution to almost all of them.

### **Key Stage 1**

Throughout Key Stage 1, learning focuses mainly on Christianity, and aspects of other principal religions are also covered. The intention is to enable the children to become aware that people in this country and across the world adhere to many different religions, each with their own beliefs, practices, special stories, places of worship, holy men and women, and festivals. This does not mean that children at Key Stage 1 should be given a comprehensive overview of the major world religions; rather that they should be provided with opportunities to engage with selected features of a variety of religions.

During Key Stage 1, children learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Children ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. There are strong links with the Spiritual focus of SMSC, linking with the core British Values of The Rule of Law, Democracy, Individual Liberty and Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

### **Areas covered**

The following six study units are explored in KS1, one unit per term

- Special people
- Special places
- Special words and stories
- Special things in nature
- Special symbols and objects
- Special ways of living

## **5. Equal opportunities**

Consistent with the National curriculum requirements relating to inclusion have been introduced into the agreed syllabus i.e. all children should have access to an RE curriculum compatible to their particular needs which is inspiring and challenging. However, we understand and respect that parents have the right to withdraw their children, and teachers have the right to withdraw themselves wholly or partly from teaching RE.

### **Equality Statement**

*“The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.”*

## **6. Recording and reporting pupil's progress/Assessment**

A brief summary of a pupil's performance in RE is recorded on the pupil's annual report which is sent home to parents. Assessment opportunities is linked to the non-statutory end of key stage statements found at the end of the units in the Explore scheme. We record the assessment on our grids, using working towards, within or secure. Co-ordinators use this data to consider what is working well and what needs to be adjusted.

## **7. Monitoring and evaluation**

RE is monitored by observing teaching and learning, looking at samples of children's work and reports and talking to pupils. Results of monitoring will determine future practice, training and resources purchased.

## **8. Prevent**

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" This duty is known as the Prevent duty.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies. Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures will follow existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.