

# Thurnham C E Infant School



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## Religious Education Policy

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Member of Staff Responsible	Natalie Saunders
Position	Christian Distinctiveness Lead
Dated	September 2018
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Reviewed By Policy Group 29.1.19

## **Mission Statement:**

*At Thurnham CE Infant School our Christian Values aim to encourage a sense of friendship, compassion, respect and truth in all children and provide the foundations for all that we do and achieve throughout the school. The driving force will be a passion to create a school where all children and all staff, without fear of discrimination, will be able to achieve success, feel safe, lead a healthy lifestyle and accomplish what may appear, at the outset, to be beyond reach. At Thurnham C.E infant School this will be achieved in an environment influenced by Christian values. Our vision is to make Thurnham CE Infant School outstanding.*

## **Aims**

As stated in the Church of England Religious Education Statement of Entitlement, religious education in this school aims

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

## **Objectives**

As stated in the Church of England Religious Education Statement of Entitlement, the following objectives are age appropriate at the end of our pupils' education in school. The expectation is that all pupils are religiously literate and as a minimum pupils are able to:

Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.

Show an informed and respectful attitude to religions and world views in their search for God and meaning.

Engage in meaningful and informed dialogue with those of other faiths and none.

Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

## **Equal Opportunities**

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions will be treated with sensitivity and respect.

## **Christian Values**

The school has six Christian Values which were selected by the School Council and staff. They are respect, love, friendship, kindness, trust and sharing. These are displayed on the school website and in school with the relevant bible stories linked to them.

## **Teaching and learning**

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of

higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Rigorous assessment based on knowledge and understanding of core religious concepts shows that attainment is high and progress significant in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Listening to the teacher and each other.
- Asking and discussing 'big' questions
- Reading of texts.
- Discussion with the teacher and other pupils.
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits and visitors.
- Artwork.
- Outdoor learning.
- Time for reflection.

### **Differentiation and Special Educational Needs**

Policy and practice in religious education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping. There is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

### **Breadth and balance**

Although work on Christianity will predominate, there will be in-depth work on the major world religions and on other world views as appropriate. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes, and develop respect for diversity.

### **Relevance**

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. This will be done through engaging pupils in an enquiry based style of learning and by posing challenging questions to and by pupils.

### **Cross-curricular links**

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

## Health and Safety

Health and safety issues may arise in religious education on several occasions for example, when pupils:

- Handle artefacts.
- Consume food.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

## Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the Kent Agreed Syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

## Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education. (Statement of Entitlement June 2016 The Church of England Education Office)  
<https://www.canterburydiocese.org/media/childrenandschools/re/statementofentitlement.pdf>
- Produce and regularly review a subject policy to ensure that it remains up to date
- Ensure all teachers are aware of what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Support colleagues and help develop their subject expertise.
- Monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards.
- Liaise periodically with the HT and Governors.
- Seek opportunities for professional development for themselves and other staff.
- Order resources.
- Monitor end of term assessments.
- Observe the teaching of RE in school, providing support and guidance for teachers.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

## Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and

artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

### **Legal Requirements**

From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision.

### **Right of withdrawal from Religious Education:**

We firmly believe that RE is an important subject in the children's learning. It is a major contributor to the ethos of our school. However, we fully recognize the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Headteacher if they have any concerns about RE provision and practice at the school.

### **School Organisation:**

**“RE must be taught to all registered pupils (unless withdrawn by their parents). This is a statutory requirement. In this respect it is different from National Curriculum subjects. It must therefore be taught in the Foundation Stage within the Areas of Learning, through the EYFS curriculum.”**

In accordance with the structure of the Kent Agreed Syllabus students study:

**Foundation Stage** – Children cover the following aspect from the Development Matters Document - 'They know about similarities and differences between themselves and others, and among families, communities and traditions'

Introducing Christianity as the 'heritage religion' of the country and the one that most influences schools and community life and building on religions represented among the pupils.

**KS1** - Christianity in the main and in addition,

**Year 1** – Judaism

**Year 2** – Islam

### **Time Allocation**

We follow the recommendation of the Kent Agreed Syllabus which requires a minimum 5% curriculum time for RE, which amounts to one hour a week at Key Stage One. (This is in addition to time for worship).

### **Responsibilities for RE within the school: (including school self-evaluation)**

**Headteacher:** Mr Christopher James

**Christian Distinctiveness Leader:** Miss Natalie Saunders

**Link governor:** Mrs Juliet Mee

**Church Steering Group:** Mr Christopher James, Reverend John Corbyn, Mrs Juliet Mee, Miss Natalie Saunders, Mr John Wale, Mrs Sue Jackson and Rev. Melissa Carter.