

Shelton Infant School

RELIGIOUS EDUCATION POLICY

Religious Education is delivered in line with the Derby City Agreed Syllabus 2020 – 2025”.

“The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.”

Learning for both Foundation Stage and KS1 is included within this document. In accordance with legal requirements, this school provides a broadly-based curriculum which promotes the spiritual, cultural, moral, mental and physical, development of pupils and prepares such pupils for the opportunities, responsibilities and experiences of adult life.

The aim of RE:

The curriculum for RE aims to ensure that all pupils:

- Know about and understand a range of religions and world views.
- Express ideas and insights about the nature, significance and impact of religions and world views.
- Gain and deploy the skills needed to engage seriously with religions and world views.

Progression of RE

Continuity and progression are ensured through our planning and assessment systems. Our progression of RE is based upon the guidance outlined in the Early Years Foundation Stage Curriculum, National Curriculum and Derby’s Agreed Syllabus 2020 – 2025.

The curriculum time allocated for RE will average; 36 hours for 4 – 5 year olds as part of Personal, Social, Emotional Development and Understanding the World; 36 hours tuition for 5 – 7 year olds. Within this time allocation and assemblies pupils will also focus on festivals as they occur at the appropriate skills level. (Additional school activities to support areas of the curriculum and spiritual, moral, social and cultural development will be included in the remaining periods.)

Medium term planning

The progression of RE document informs our Knowledge and Skills Organisers which are split up into half terms. Teachers use the knowledge and the skills from the organisers to inform the medium-term planning. A medium-term planning sheet will be used for this and will be monitored by the Head Teacher and subject leader.

An evaluation will be added to indicate planning implications for the following lessons. These plans may be monitored by the Head Teacher, subject leader and other observers.

Our progression of RE and Knowledge and Skills Organisers have been written in partnership with the Open Centre, Derby and a representative of the Open Centre has reviewed our curriculum documents.

Approach

There are no presumptions made as to the religious backgrounds, beliefs and values of the children and staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and communities are treated with respect and sensitivity and we value the links that are made between home, school and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry and first hand experiences wherever possible for both staff and children. The syllabus is implemented in school by means of a highly sensory approach, where children may look at and handle religious artefacts, hear religious music or taste food from a religious tradition.

Religious Education is non-denominational but it reflects the fact that religious traditions in Great Britain and at Shelton are mainly Christian. The other faiths represented in our pupil population are Sikhism, Hinduism and Islam. For this reason these are introduced to the children of this school.

Withdrawal

Parents have the right to withdraw their children from Religious Education. This is clearly stated in the school brochure. The Headteacher discusses the implications of such a decision with parents.

Spiritual, Moral, Social and Cultural Development of Children

In accordance with the 1988 Education Act, this school seeks “to promote the spiritual, moral and cultural development of pupils “both in school and in society, through the provision of a broad and balanced curriculum. Although schools are not specifically required to promote the social development of pupils, that is also very much a feature of our pupils’ life and work.

Assessment

- In the Foundation Stage, children’s attainment in Religious Education is assessed in relation to the Early Learning Goals.
- Teachers regularly assess children’s knowledge and skills using ongoing formative assessment and complete formal assessments at three points during the year.