

Buttsbury Infant School



Together we grow

Aspiration, Respect, Resilience, Kindness

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E13 RE Policy

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Signed	Ann Robinson - Executive Headteacher

Purpose of Study

High quality RE supports pupils' religious literacy. Being religiously literate means that pupils have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils are able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

Aims of RE

The Essex Agreed Syllabus for RE aims to ensure that all pupils:

- Know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses
- Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach
- Gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews

Curriculum Intent

At Buttsbury Infant School the intent of our RE curriculum is to identify the impacts of beliefs on people's lives as well as similarities and differences between different religious and cultural communities. We develop the ability to suggest meanings for all forms of religious expression and describe the importance of the religious teachings studied. Pupils are encouraged to compare aspects of their own experiences and those of others, identifying what influences the moral and ethical aspects of their lives and those of other cultures. We explore this through the study of sacred texts, places of worship, important artefacts and scriptures.

Curriculum Implementation

We encourage a healthy growth mindset by promoting social skills including good manners, resilience, perseverance, self-awareness, consideration and cooperation. The curriculum supports children to become fantastic role models and the very best versions of themselves.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning.

At Buttsbury Infant school, RE lessons may include:

Theology

Where beliefs come from

How beliefs change over time

How beliefs relate to each other

How beliefs shape the way believers see the world

Human/Social Sciences

The nature of knowledge, meaning and existence

How and whether things make sense

Issues of right and wrong, good and bad

Philosophy

The diverse nature of religion

Diverse ways in which people practice and express beliefs

The ways in which beliefs shape individual identity, and impact on communities and society and vice versa

Curriculum Impact

Our curriculum results in an understanding and awareness of other cultural beliefs, morals and values. Children are able to confidently explain how aspects of different religions vary, expressing interest in other ways of life and

tolerance of other faiths. This allows children to better inform their own perspective on moral and ethical issues within the wider world.

As a result of our RE curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at junior school.

Early Years Foundation Stage (EYFS)

During the Early Years Foundation Stage, young children are given opportunities to develop their RE skills within the Early Learning Goals for Understanding the World. They learn about different religions through key questions and are encouraged to ask questions themselves.

RE in relation to the National Curriculum

RE supports the aims of the school curriculum which is to be balanced and broadly based. This curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

The purpose of RE is to develop religious literacy. The essential outcomes for RE are therefore related to the knowledge and understanding of religion and worldviews. There are many other desirable outcomes for RE. For example, the subject may also contribute significantly to the following broader educational aims but is distinct from and not reducible to these:

- Spiritual, moral, social and cultural development
- Personal, social, health and citizenship education
- Reading and writing
- Vocabulary development
- Spoken language
- Numeracy and mathematics
- British Values
- The Prevent Duty

Planning of RE

RE planning is based on the Essex Agreed Syllabus Scheme of Work and is aligned with the non-statutory RE guidance published by the DfE.

Relationships with other subjects

Children are given opportunities, where appropriate, to develop and apply their skills in the study of RE - particularly for listening, accessing information and representing what they know. Wherever possible, links are made to other subject areas,

Links with literacy:

Examples of RE activities and tasks which support the development of *Literacy*:

- Listening skills: associated with the understanding of new knowledge.
- Comprehension: demonstration of understanding and reasoning answers.
- Writing and drawing skills: recording understanding

Links with maths:

Examples of RE activities and tasks which support the development of *Maths*:

- Time – understanding key timelines
- Counting – key numbers associated within religions

Inclusion:

- There will be opportunities in RE for all children to both practise skills and extend RE knowledge
- The programme of study for EYFS and KS1 will be taught in ways appropriate to children's abilities
- There will be equal access to materials
- Participation in a wide variety of RE activities will be encouraged

Assessment and Recording

Recording children's RE achievements and progress can be accomplished in a variety of ways:

- Sound recordings on microphones or iPads
- Visual recordings - photographs, art work or iPads
- Sound and visual – videos or iPads
- and the written language

Children's progress is measured against descriptions in the Early Learning Goals and the National Framework for RE.

Role of the RE Subject Leader

The RE subject leader will:

- Monitor policy and teaching and learning in RE
- Provide assistance to all staff when requested, in order to implement the RE policy consistently throughout the school
- Organise resources to support the school RE policy and teachings
- Co-ordinate purchasing, organisation and distribution of resources
- Arrange in-service support
- Liaise with outside agencies, other schools and colleagues