



## Policy for Religious Education Updated Feb 2016 (Ellis Stirk) Next Review 2019

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## **POLICY FOR RELIGIOUS EDUCATION LEGAL REQUIREMENTS**

Bradford Document Guidelines The legal requirements for the teaching of RE according to The Education Reform Act 1988 are

“The curriculum for every maintained school shall comprise a basic curriculum which includes provision for RE for all registered pupils at the school ... “

The school’s RE provision must be in accordance with the requirements of the Bradford Agreed Syllabus for RE – The Bradford Agreed Syllabus 2000 (revised Sept. 2016)

This policy should be read in conjunction with the Scheme of Work for Religious Education, The Bradford Agreed Syllabus.

This policy took effect from September 2001 when the Agreed Syllabus of Religious Education came into place. Following the 2011 Agreed Syllabus Conference, the content of the 2001 syllabus remains largely unchanged though it has taken into consideration all of the recommendation in the Non – Statutory National Framework for religious Education (2004) and is mindful of Every Child Matters. As Religious Education is not a subject in the National Curriculum, the format of this policy document differs in some ways from the other curriculum policy documents formulated by the school. This policy should be read in conjunction with the Scheme of Work for Religious Education, The Bradford Agreed Syllabus.

### **This policy is intended to ensure:**

An informed appreciation of a child’s own and other people’s religious beliefs’. Children see the personal and social consequences of having a religious faith and develop a positive attitude towards other people. Children acknowledge what they hold in common, respecting their right to hold different beliefs and appreciating the richness in a society of diverse religions.

### **Religious Education should:**

- a) Develop knowledge and understanding of Christianity and the other principle world Religions.
- b) Foster children’s feelings of awe, wonder, delight, joy and mystery; to extend their natural curiosity and to help them order and understand their experience.
- c) Encourage in children a recognition of their own value and importance as individuals and to respect the same in others, preparing them for a life in a multicultural society.
- d) Help children to understand the religious beliefs, attitudes and activities of other people and to develop and express their own beliefs and values.
- e) Help children to consider their personal responses to moral issues; to assist them in their early exploration of the meaning of life and to help them face and learn from painful experiences such as fear, suffering and death, which they encounter.

- f) Consider some basic religious concepts and ways in which they have been expressed in sacred books, language and writings, symbols and the arts, daily living and rituals.
- g) Introduce children to the lives of key figures in various religions and to those who have responded to their teachings and example.
- h) Familiarize children with stories which are an authentic part of religious traditions.
- i) Stimulate a search for knowledge of activities, rituals, literature and practices of a variety of religious communities.
- j) Provide opportunities for children to share in memorable and festive experiences from various cultures and traditions, thus stimulating questions about the meaning of such occasions.
- k) Visit places of worship to increase knowledge and reduce prejudice.

### **Agreed procedures**

- The teaching of Religious Education is according to the Bradford Agreed Syllabus.
- There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the 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 their communities are treated with respect and sensitivity and we value the links, which exist and can be made between home, school and a faith community.
- We acknowledge that each religion studied can contribute to the education of all our pupils and encourage visits by faith tutors.
- We promote teaching in Religious Education that stresses open enquiry and first-hand experiences wherever possible for both staff and children, with RE resources, such as photographs or artifacts; stories, poetry, drama; and through visits to faith communities.
- The syllabus is implemented in school by means of a highly sensory approach, where children may look at and handle religious artifacts, hear religious music or taste food from a religious tradition.

### **Planning – Lesson plans will demonstrate:-**

The Implementation of the Agreed Syllabus of Religious Education At Aire View Infant School it has been agreed, having taken into account the requirements and guidelines presented in the Bradford Syllabus, that the following religions have been selected for study. Christianity, Judaism and Islam including festivals of other religions.

The RE coordinator has also devised medium term plans for each topic with an overview of objectives for KS1 (see RE file and Long Term Plan appendix of Overview of RE). There are also example activities, teaching ideas and set resources accompanied with the plans as guidance. The planning is highly creative, fun and motivating to inspire the children at Aire View Infant School and to help promote a 'thinking classroom' in RE.

In the Early Years, the planning is based on the integrated SEAL social and emotional aspects of learning: self awareness, managing feelings, motivation, empathy and social skills and planning through the EYFS framework under the headings 'Personal, Social and Emotional Development' and also 'Understanding the World'.

As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school it was decided that Christianity should be continuously studied, with two other faiths. However, if teachers wish to bring another religion into a topic area they are free to do that at any time. Festivals give teachers an opportunity to introduce and cover any religions they wish.

### **Links with other Subjects**

Religious Education has links with other areas of the curriculum including English, History, Science and Art. It is also linked to the way in which the school organises its Collective Worship. Religious Education also provides opportunities for teaching the following cross-curricular dimensions – Equal Opportunities, Personal and Social Education and Education for Ethnic Diversity. Religious Education is taught one lesson per week and is also developed through cross curricular lessons.

### **Withdrawal from Religious Education**

It is recognised that parents have the right to withdraw their child from Religious Education – in its entirety or in part. This is clearly stated in the School Brochure. If a parent chooses to withdraw their child from Religious Education then arrangements are made for that child to be withdrawn during Religious Education lessons by the class teacher in consultation with the Head teacher.

### **Religious visits and visitors / Interfaith Centre**

At Aire View Infant school we are committed to ensuring that the children experience Religious Education through visits to places of worship and inviting visitors to the school. As a result we maintain and benefit from an annual subscription to the Bradford Interfaith centre. The RE Co-ordinator liaises with the Inter –faith centre to arrange five visits from speakers from different faiths on an annual basis. These visits cover the following religions Islam, Buddhism, Sikh Dharma, Judaism and Hinduism. At Aire View Infant School we also believe in creating real life opportunities through exciting RE days where children learn about Diwali, Chinese New Year etc to help bring learning to life. In addition the RE Co-ordinator arranges annual visits to Christian places of worship within the local community at Silsden Methodist Church where children have Mock Christening Services, Mock weddings, Christingle services and so forth to enhance their learning through different faiths.

### **The Spiritual Moral, Social and Cultural Development of Children**

The 1988 Education Reform Act requires schools to 'promote the spiritual, moral and cultural development of pupils at the school and in society' (paragraph 1:2) through the provision of a broad and balanced curriculum. At Aire View Infant School, Religious Education plays an important role, along with all other curriculum areas in promoting the spiritual, moral, social and cultural development of our children. (Please see our SMSC Policy)

## **Collective Worship**

*(please see Collective Worship policy for further details and information)*

Collective Worship is provided according to Bradford guidelines and while it is seen as being distinct from Religious Education, there are certain links, which can be identified.

The Bradford Agreed Syllabus states that the aims of collective worship are

- to worship God or to experience what recognition of a supreme being involves in
- terms of activities associated with worship;
- to develop the habit of recollection and reflection; - to participate actively in or respond to activities associated with collective worship;
- to develop a community spirit, to express a common ethos and shared values and to reinforce positive attitudes; - to celebrate achievement and significant events in their lives and the life of the school and its neighbourhood;
- to expand their appreciation of common human values and apply these in a local and global context.

At Aire View Infant School we hold a daily, whole school assembly, where the children are encouraged to think about the part they play in their own lives and the lives of others, their choices and the way they express their feelings. The assemblies are sometimes from a particular religion to help the children understand and gain knowledge of the diverse religions practised worldwide but we do not indoctrinate children into believing or practising any specific religious philosophy. We aim to incorporate RE into our school life to reduce prejudice and encourage respect of others. Assemblies are led by the head teacher, deputy, member of staff, religious leader, or by a class of children. We also use this collective worship time to celebrate festivals and special events in the lives of the children.

### **Timetable of Assemblies at Aire View Infant School:**

Monday: Class Assembly PSHE

Tuesday: PSHE/SEAL (Parent Celebration Assembly *once a half term*)

Wednesday: Collective Worship

Thursday: Singing

Friday: Year Group Celebration Assembly

### **Resources**

Resources are stored in the RE cupboard, in the staffroom. Books for children and staff to read and use are on the library shelves. Teacher reference books are in the RE cupboard. We have resource boxes for Christianity, Judaism, Islam and festivals and festival packs, which are housed in the staffroom.

## **SEN**

Class teachers and RE Coordinator will make every effort to ensure that children with special educational needs (including G & T) are involved in studying RE appropriately to their learning needs. All children should be given opportunity of working to the highest level of achievement. Guidance can be sought from the RE coordinator and SENCO.

## **ICT**

Children from Reception upward have timetabled access to the computer suite and I-Pads each week. There are possibilities to develop RE and language through computer skills. See ICT co-ordinator and RE coordinator for further advice.

## **Differentiation**

The learning about and from RE through activities should be matched to the variety of needs of pupils. With careful planning, differentiation will occur either through outcome of similar tasks where children can work at their own level of thought or through specific tasks designed to meet the needs of individual pupils.

Differentiation is the way in which a teacher anticipates and responds to a variety of pupils needs in the classroom. To meet pupil's needs, teachers **differentiate** by modifying the content (what is being taught), the process (how it is taught) and the product (how students demonstrate their **learning**).

## **Equal Opportunities**

At Aire View Infant School we are committed to creating equal opportunities for everyone whatever their race, gender, disability, culture or religious beliefs. Staff are aware of any individual needs within minority groups in school. The school ethos fully supports inclusion and the removal of barriers to learning.

Religious education addresses this cultural diversity by involving materials, artefacts and other resources from different cultures so that knowledge and understanding from other cultures can be recognised and acknowledged.

## **Assessment**

Assessment is an ongoing process with end of study unit performance descriptions related to the planning of all stages. Assessment takes place through written observations, photographs, discussions and the 'I can' statements and all RE work is kept in the children's Learning Journey books.

## **Evaluation**

The subject co-ordinator regularly observes lessons, scrutinizes work and planning and interviews children.