



BREWSTER AVENUE INFANT AND NURSERY SCHOOL

RELIGIOUS EDUCATION POLICY

This policy was ratified by the Full Governing Body on: 27th February 2019

Date for review (this policy will be reviewed every three years): Spring 2022



Policy on Religious Education

1 Aims and objectives

1.1 The aim of RE teaching at Brewster Avenue Infant and Nursery School is to:

- Promote the spiritual, moral, cultural, mental and physical development of children;
- Prepare children at school for experiences of later life;
- Acquire and develop knowledge and understanding of Christianity and other principal religions in the UK;
- Develop attitudes of respect towards other people who hold different views and beliefs.

1.2 Our objectives in the teaching of RE are:

- To reflect the fact that the religious traditions are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain;
- To visit a church or other Christian place of worship and visit religious buildings of other faiths.

2 Teaching and learning style

2.1 RE teaching focuses on enabling children to think in a spiritual way. We place an emphasis on places, people and special books, primary sources. We encourage visitors to come into the school and talk about their experiences of religion. We recognise and value the importance of stories in RE teaching, and we regard this as an important way of stimulating interest in religions. We focus on helping children to understand that religions can be interpreted in different ways, and that they should always ask searching questions, such as *What is the purpose of life? How should people treat others?* and *How do we explain and cope with death and suffering?*

2.2 We recognise that in all classes, children have a wide range of ability and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting tasks which are open-ended and can have a variety of responses;
- when appropriate grouping children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

3 RE curriculum planning

3.1 We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression, so that the children are increasingly challenged as they move through the school. Children are encouraged to explore religions, engage with their knowledge, and reflect on their learning and their lives.

3.2 We teach the knowledge, skills and understanding set out in the Agreed Syllabus for Religious Education 2018. A long-term plan maps the RE themes studied in each term during each year group; and the children study RE themes in conjunction with other subjects.

3.3 The subject leader keeps and reviews these plans on a regular basis.

3.4 The class teacher writes the lesson plans for each RE lesson. These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although s/he and the subject leader often discuss them on an informal basis.



3.5 Although RE contributes to other subjects, it must not be defined by or confined to them. Similarly, although RE and Collective Worship can enrich each other, RE cannot be replaced by or delivered through Collective Worship.

4 The Foundation Stage

4.1 RE must be included in Reception but not necessarily in Nursery. RE is included in Development matters in the Early Years Foundation Stage (EYFS).

5 Assessment

5.1 Children demonstrate their ability in RE in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

5.2 The RE subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in RE for each age group in the school.

6 Resources

6.1 There are sufficient resources for all RE teaching units in the school. We keep these resources in a central store. This includes a good supply of books to support children's individual research.

7 Withdrawal from RE

7.1 Children may be withdrawn by their parents from Religious Education. Parents wishing to exercise this right should contact the Head teacher to discuss their request.

8 Monitoring and review

8.1 The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in RE and by providing a strategic lead and direction for this subject;
- uses specially allocated regular management time to review evidence of the children's work, and to observe RE lessons across the school.
- maintains a curriculum coordinator folder.

8.2 The quality of teaching and learning in RE is monitored and evaluated by the leadership team as part of the school's agreed monitoring cycle.

8.3 This policy will be reviewed at least every three years.