



Freegrounds Infant School Religious Education Policy



Introduction

Freegrounds Infant School is a Rights respecting school. Children and adults work together to recognise and act upon the rights of the child within our school, our local community, and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others. In this Policy we specifically recognise the following articles from the UN convention on the Rights of the Child:

- **Article 3** The best interests of the child must be a top priority in all decisions and actions that affect children.
- **Article 12** Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- **Article 14** Every child has the right to have their own thoughts and beliefs and to choose their religion with their parent's guidance.
- **Article 28** Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.
- **Article 29** Education must develop every child's personality, talents and abilities to the full.

Rationale

The purpose of RE is to play an educational part in the lives of children as they come to speak, think and act in the world, as well as contributing to their spiritual, moral and cultural development. It entails teachers to bring children to first attend their own experiences and that of others, to engage intellectually with material that is new and to discern with others what is valuable with regard to living a religious life or one informed by a non-religious or other perspective.

This invites children to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences. This takes the form of encountering religious stories, festivals, artefacts, places of worship, rituals and beliefs.

We believe that Religious education should acknowledge the diversity of experiences that children will have, so that, over time religious education can make a positive contribution to the ability children can think how this might matter in their own lives. It also provides a key opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

Aims

- To provide a wide range of encounters with religion which will help children form a view of the world that they can apply to their own experiences.
- To encourage and develop children's interest and opinions about simple concepts that are common to themselves and religions, and recognise and express their own values and beliefs.
- To enable children to consider the effects religion has on people's lives.
- Promote reflection, empathy, investigation, interpretation and analysis of religious cultures.
- Foster attitudes such as curiosity, open mindedness and respect, as these are fundamental to understanding the religious and spiritual dimensions of human life.

Legal Requirements

In accordance with the law we provide Religious Education for all pupils registered at the school. Parents who choose to withdraw their children from Religious Education lessons are required to meet and discuss this with the head teacher.

The agreed Syllabus "Living Difference IV," (November 2021) recommends that the following hours should be devoted to RE. At EYFS and Key Stage 1 the recommended time allowance is 36 hours per academic year.

RE and the Early Years Foundation Stage

In relation to Religious Education in the statutory framework Early Years Foundation Stage (EYFS) has a specific reference to religious education in the EYFS goal *Understanding the World: People, Culture and Communities* which states that:

"Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class".

The children will explore both Christianity and Hindu Traditions through a range of concepts and one Golden Thread concept during the academic year to ensure the children have built a sound knowledge base to help meet the EYFS goal.

RE and Key Stage 1

Children in KS1 will continue to explore and reflect on their own way of life, and feelings about this and to continue encountering religious and non-religious ways of living. The sequence of religious education lessons will begin by exploring and then later sharing their own experiences of the concepts/words studied and will lead to the children being aware of other people's experiences of the concept/word being taught. Throughout any concept/word taught in Key Stage 1 they will be encouraged to ask questions and recognise that different people may respond in different ways and we should value and listen to their questions, queries or curiosity about different ways of life.

By the end of Key Stage 1, the children should be able to respond creatively, recognise how their response relates to events in their own and other lives, simply describe what concept/word has been taught and how it is used in the tradition studied and to discern something of value.

The Scheme of Work

The scheme of work for RE covers all the requirements of the Hampshire Agreed Syllabus "Living Difference IV". RE is taught in half-termly units across the school through concepts/words for example: special, celebration, creation.

Teaching and Learning

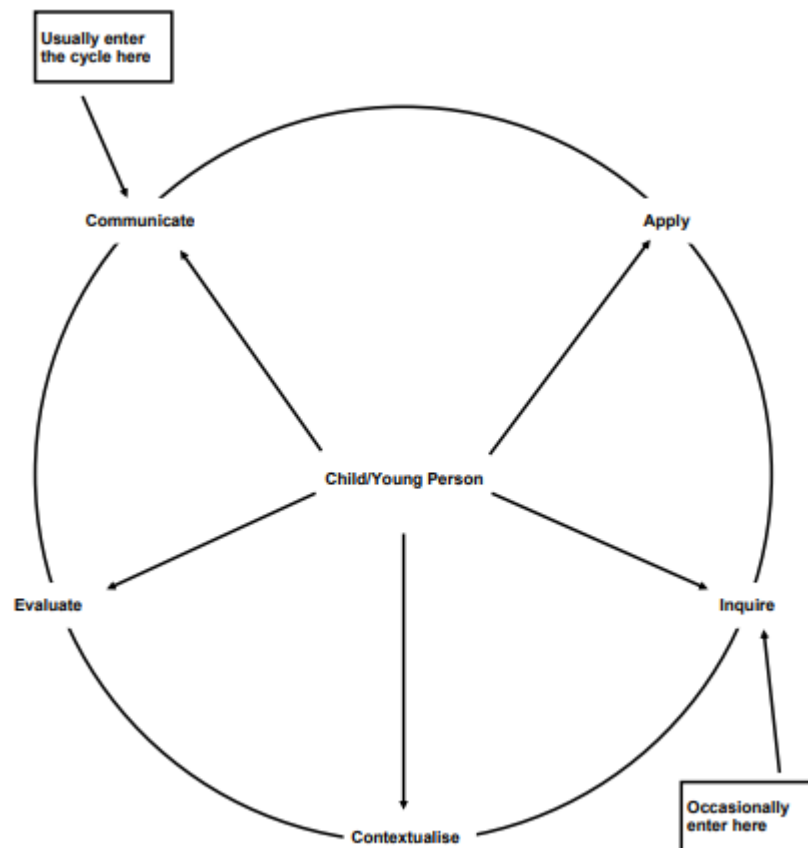
The Agreed Syllabus, "Living Difference IV," requires six units to be covered in each year group. At Freegrounds Infant School the religions taught are Christianity and Hindu Traditions. These religions are taught through "concepts," as outlined in "Living Difference IV."

Throughout their RE learning journey the children will encounter the "Golden Thread Concepts":

- *Love*
- *Special*
- *Belonging*
- *Community*

In EYFS the children will focus upon **one** "Golden Thread Concept", in Year 1 and Year 2 the children will focus upon **two** "Golden Thread Concepts" each academic year which will alternate each year. By the end of Key Stage 1, the children would have explored and broadened their knowledge around all four "Golden Thread Concepts" which they will continue to explore more during the journey into Key Stage 2 for example, studying *special at EYFS/Key Stage 1, may be sacred or holy* at Key Stage 2.

Planning and teaching takes the form of a cycle of learning: **Communicate, Apply, Inquire, Contextualise** and **Evaluate** and offers a secure process by which to enable pupils to progress in their ability to interpret religion in relation to human experience. The focus of learning is the interpretation of concepts taught.



The school has close links with the local church and visits are made to other local places of worship. Outside visitors also contribute to the RE curriculum.

Equal opportunities

Inclusion and differentiation for children with SEND and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting and to develop positive attitudes towards themselves and others.

SMSC

In addition to the core values of the school which permeate throughout, Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons children are invited to reflect on their personal responses to issues, consider other people's responses and appreciate that for some people belief in a spiritual dimension is important.

Assessment, recording and reporting

Children in Key Stage 1 as of **September 2022** will now have a separate book for Religious Education in which all their RE work is recorded. This book will follow through with them until this leave Freegrounds Infant School.

Judgements about children's attainment are made through summative and formative assessment. Through marking and verbal feedback children are informed about what they have done well and what they need to improve in line with the school's Feedback Policy.

Teachers will complete the summative assessment sheets at the end of each unit in the scheme of work. This indicates children's attainment in relation to End of Year Expectations (EYE) for both Year 1 and Year 2 as stated in 'Living Difference IV'. For EYFS this is in relation to the EYFS goal *Understanding the World: People, Culture and Communities*.

Attainment in RE is recorded by individual class teachers and monitored by the Leader of RE. Children's progress in RE is reported to parents annually in their summer school report.

Resources

A wide range of resources is available to enrich the RE curriculum. Resources are audited and evaluated by the Leader of RE and are ordered by individual year groups. Topic boxes to support RE units can be borrowed from the RE centre in Winchester.

Policy adopted March 2022

Policy created by Shannon Moors (RE Lead)

Review: March 2025