



St Mildred's Primary Infant School

RE Policy

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Date agreed and ratified by Governing Body:

Rationale and Intent

Religious Education (RE) provides a key context for children and young people to develop their understanding and appreciation of diversity through the study of religious and non religious beliefs. It helps to promote shared values, respect for all and to challenge discrimination. At St Mildred's we offer a safe space through our teaching of RE for children to gain knowledge and understanding of beliefs and practises of different religions and consider the ways in which beliefs, values and traditions might have significance for their own lives .

This policy outlines the teaching, organisation and management of all Religious Education taught and learnt at St. Mildred's. We follow the Kent Agreed Syllabus for Religious Education and EYFS Framework. We aim to help our pupils become sensitive individuals who see differences between themselves and others in positive and enlightening ways.

In the Foundation Stage we provide experiences of different festivals that are celebrated under the Personal Social and Emotional Development requirement of Building Relationships; showing sensitivity of other people's needs and feelings.

Through the Understanding of the World: People, culture and Communities requirement we discuss family and community customs, as well as traditions. We look at the similarities between themselves and others, and always show respect and sensitivity towards others.

In KS1 our Religious Education curriculum aims to engage children in enquiry and through this process help them to develop an understanding of their own and others' identity, culture and values. In doing this, our children are learning to engage in meaningful discussions and develop their own responses to the questions and issues addressed in our RE curriculum.

In RE pupils learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value.

All children are given the opportunity to access the curriculum at their level and are provided with the resources required to enhance their understanding. As a school, we recognise the right that all children have to a broad, balanced and relevant curriculum. In doing so, we aim to ensure that we match the learning to the needs and abilities of all children. This means, in practice, that we modify learning materials as appropriate or provide additional support to enable all pupils to access the learning. They are given opportunities to discuss their ideas and beliefs in a safe environment.

Implementation of Religious Educations Skills in the Early Years

In Reception, the children will experience Religious Education through the PSED and KUW strands of the EYFS Framework. The EYFS Programme of Study ensures children develop an awareness of differences between family's customs and of different cultures and their traditions. Children will always be taught to show regard and consideration of other children's experiences and beliefs.

An interest and open discussions are facilitated through teaching and experiences that expose them to some of the festivals celebrated, such as, Diwali, Chinese New Year, Eid and Ramadan. Children enjoy a range of stories, songs and poems from different communities and traditions. They begin to recognise that people have different beliefs and notice differences as well as make links between celebrations.

Implementation of Religious Educations Skills in Key Stage 1

We focus our RE learning during key RE weeks throughout the year (in Terms 1, 2, 4 and 6), for example at Christmas and Easter. RE is taught throughout the school as a separate subject or linked to another area (for example spiritual, moral, social and cultural development and British Values)

Pupils will look at key questions, for example:

- Who is Jewish/ a Christian/ a Muslim and what do they believe?
- What can we learn from sacred books?
- What makes some places sacred?
- How and why do we celebrate special times?
- What does it mean to belong to faith community?
- How should we care for others and the world and why does it matter?

Teachers are aware of the topics to be taught each year and the curriculum planning is organised in year groups to ensure prior knowledge and skills are revisited and built on as children progress through the school. The Termly questions for each year group are shared on the Staff Area and parents can access the questions on the School Website.

Through this type of "big question" starting point, children will learn about different religions and worldviews and are given the opportunity to contrast religions. They use drama, stories, artefacts and discussion to discover, explore and consider different answers to questions about what is right and wrong, meaning and purpose, different beliefs and what it is to be human. They decide what they feel is important to record in their books.

We adopt this approach to RE to help our children to begin to develop the understanding and skills necessary to be considerate, compassionate, active and responsible members of their school, their community and their world.

Implementation of Religious Educations through Whole School Assemblies and Collective Worship

Our assemblies also include celebrating religious events throughout the year and give children a chance to think about how information discussed links with the British Values and our school values and community. Our children are encouraged to share their beliefs if they would like to. We celebrate success and take time for reflection. It gives the school community a time to discuss school issues and to begin to appreciate the world beyond their environment. It is also a time for mindfulness and calm and to enjoy singing together. Our assemblies aim to promote citizenship and the importance of following school rules that we all have responsibility for each other's well-being.

Implementation of Religious Educations through Jigsaw Scheme in PSHE

At St Mildred's also follows the Jigsaw PSHE programme which is designed to give children relevant learning experiences to help them navigate their world and develop positive relationships with themselves and others - giving them the opportunity to embrace tolerance. Jigsaw lessons also include mindfulness allowing the children to advance their emotional awareness, concentration and focus.

Impact

In our school we enjoy learning about other religions and why people choose to follow religion, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world.

RE learning is recorded in Topic Books with an RE front cover provided to denote RE week and the questions to be answered/explored. During RE lessons, pupils' learning can be assessed by verbal conversations with the teachers, questioning and their level of knowledge. Also assessing the level of the pupil's understanding through the work produced in their books. Teachers will be able to say what individual pupils know and can do.

Assessment

The Kent Agreed Syllabus for RE provides targets for the end of each key stage. Evidence is gathered mainly through observation, oral discussion, written tasks, drama and drawing/creating. The evidence assists teachers both in their planning and in their reporting to parents.

In the EYFS, assessment takes place through observations, photographs and video recordings, on Tapestry as well as teacher judgement. Attainment is measured against the Early Learning Goals at the end of the year.

Supporting SEND in Religious Education

At St Mildred's we believe that all pupils are entitled to a broad, balanced and relevant curriculum and teachers match the learning to the needs and abilities of all of the pupils. We use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning. In every RE lesson there are a range of strategies used to ensure inclusion of all pupils. These include:

- Quality first teaching to ensure the way lessons are planned and delivered meet the children's needs
- Differentiated levels of challenge for children in class
- Visual aids
- 1:1 support
- Adaptation of materials for specific needs

Signed.....Date.....

Chairman of Governors

Signed.....Date.....

Headteacher