

Overdale Infant School and Pre-school



RE POLICY

2020

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Policy Review Date	September 2023	Hayley Holmes		Date:
Ratified by Governing Body:				
Name		Signature	Date	

Rationale

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others - individually, communally and cross-culturally.

Religious Education in English Schools
Non-Statutory Guidance 2010

Religious Education has a particular contribution to make in the promotion of pupils' Spiritual, Moral, Social and Cultural (SMSC) Development.

By law, Religious Education must be taught according to the locally agreed syllabus in all maintained schools. The 1988 Education Act specifies that a school syllabus "shall reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching practices of other principal religions represented in Britain."

Pupils at Overdale Infant School come from a variety of backgrounds and faiths, including Christian, Sikh, Hindu and Muslim. This influences the choice of faiths studied at Overdale Infant School.

The school follows the Religious Education Syllabus launched in May 2009 by Leicester Education Authority. This was reviewed to create Harmony and Diversity Agreed Syllabus update 2014-2019, that is used, along with Harmony and Diversity Religious Education in Leicester City non-statutory guidance 2019-2024.

Intent

Religious Education provides opportunities for children to

- Develop knowledge and understanding of principal religions in Britain.
- Explore different faiths and respect and understand others' beliefs, values and traditions.
- Consider questions of meaning and purpose in life.
- Learn about religious / ethical teaching in order to make informed judgements.
- Learn from religions.
- Develop a sense of identity and belonging.
- Develop enquiry and response skills.
- Understand and fulfil the responsibilities of living in a community.
- Promote the spiritual, moral, social, cultural, mental and physical development of pupils at school and in society.
- Prepare pupils for the opportunities, responsibilities and experiences of later life.

In Religious Education children acquire and apply knowledge and understanding of

- Christianity, Hinduism, Islam and Sikhism.
- How religions influence people, their communities and the world.
- How to respond to what they are learning.

The Harmony and Diversity document outlines the core purpose of R.E. in Leicester City is:

'To engage pupils in systematic enquiry into challenging questions raised by religion and world views, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.'

Implementation

- Equal opportunities
All children will have equal access to the same opportunities irrespective of gender, age, race or ability in the development of the R.E. curriculum. They will have equal access to resources. (See Equal Opportunities Policy, Racial Equality Policy, Gifted and Talented Policy, Special Educational Needs Policy).
- Prevent Duty

The R.E. curriculum is taught in line with Safeguarding and Prevent Duty policies, ensuring that the British Values of Democracy, The Rule of Law, Individual Liberty, and Mutual Respect and Tolerance of those with different faiths and beliefs are promoted.

- Overdale Infant School follows the Leicester L.E.A. Agreed Syllabus for Foundation and Key Stage 1. The units of work that are linked to the Harmony and Diversity document and its subsequent reviews and guidance documents are set out in the long-term plan.(see appendix) Medium term plan guidance is currently being written to support staff with the planning and delivery of this.
- Assessment opportunities are built into the Scheme of Work and reported to parents.
- Teacher assessment is done through
 - Observation.
 - Discussion during which pupils evaluate their work.
 - Assessment of work (drawings and writing).
- Evidence of Religious Education is in the children's work books and class Scrap books.
- Parents and the wider community are invited to special assemblies and classroom open sessions.
- Religious Education can make significant contributions to the whole school curriculum.
- Resources are
 - Identified, selected and stored carefully
 - Appropriate and relevant for the Units / Topics covered.
 - Supplemented whenever possible with artefacts from the children and parents.
 - Visits and visitors are an invaluable resource.
- Monitoring by subject leader ensures all teachers have information available to understand the topics they are teaching.

Impact

Broad issues of progression can be expressed as expectations for each Key Stage. By the end of Key Stage 1, most children will be able to

- Retell religious stories and accounts.
- Recognise key religious beliefs and teachings.
- Suggest meanings in religious symbols, language and stories.
- Identify some religious practices.
- Recognise and respond sensitively to the experiences of others including those with a faith.
- Identify some responses to ideas about *God*.
- Realise that some questions cause people to wonder and are difficult to answer.
- Recognise and value own and others' feelings.
- Reflect on issues of right and wrong which concern them and others.

Overdale Infant School have the following units linked to Harmony and Diversity guidance document F2

- Why do we have friends?
- What makes someone special?
- What makes books special?
- When did it all begin? Asking questions.
- Finding out about symbols and stories
- What are special places?
- Why do we need to be responsible?

Year 1

- What do Christians believe?
- What do Hindus believe? Become aware other faiths celebrate Diwali, as well as other festivals
- Which special days are important to Christians?
- Which special days are important to Hindus?
- Why is the bible important to Christians? What special texts are important to Hindus?
- How do Hindus worship?
- How do Christians worship?

Year 2

- What do Muslims believe?
- What do Sikhs believe?
- Which special days are important to Sikhs? Which special days are important to Muslims?
- Why is the Qu'an important to Muslims? Why is the Granth Sahib important to Sikhs?
- Life journeys and naming ceremonies
- Which festival days are important to Muslims?
- How do Sikhs worship?
- Signs, symbols and asking big questions

Foundation Stage Will include aspects of Christianity and all other religions represented in the school.

Year 1 Will study mainly Christianity and Hinduism.

Year 2 Will study Islam, Sikhism and some Christianity

Across the school- on a Theme week. R E Story week: What can stories teach us about life?