

Wootton Bassett Infants' School

Religious Education (RE) Policy

Updated: November 2021

Review: November 2022

Vision

To be able to understand their own beliefs and values, children need to be given opportunities to learn about and respond to the beliefs and values of others. Religious Education (RE) at Wootton Bassett Infants' School is based around the Wiltshire agreed syllabus and the non-statutory framework provided by the Department of Education. This reflects the mainly Christian religious traditions of Great Britain, as well as teaching and practises of the other principle religions and worldviews represented in Britain today. This syllabus helps our pupils to develop a greater confidence and understanding of themselves and others, and promotes respect for other cultures, values and beliefs. Respect for all and tolerance of all faiths and backgrounds is paramount at Wootton Bassett Infants School.

Aims

'All pupils are entitled to receive RE as part of a broad and balanced curriculum at school which promotes their spiritual, moral, social and cultural developments' (DfE).

The purpose of this policy is to ensure that:

- Children at Wootton Bassett Infants' School consider RE in their own lives, and in those around them by learning both about and from, religious beliefs.
- Through the teaching of RE children will begin to use religious words accurately, have opportunities to talk about their own experiences, beliefs and values and explore key questions.
- Children experience learning of religion and belief through a broad range of cross-curricular activities such as role play, dance and artwork.

Statutory Requirements

Schools have a statutory duty to deliver religious education to all pupils, except those who have been withdrawn by parents and carers. Schools can decide how to divide up curriculum time to ensure effective curriculum coverage, with an expectation of 5% of curriculum time dedicated to RE. This can translate to approximately 36 hours per year in the Foundation Stage, including both teacher-led and child-initiated activities, and 36 hours per year in Key Stage 1. This timing should be distinct from Collective Worship/assemblies and is equivalent to 1 hour per week. However, teachers are not required to be bound to weekly lessons. At Wootton Bassett Infants' School RE is taught through themes and activities, special days, weeks and activities over a term, as well as weekly discrete lessons.

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Curriculum

Religious education at Wootton Bassett Infants' is taught to cover the requirements of the Wiltshire Agreed Syllabus through a combination of classroom work, assemblies, visits and visitors. RE is taught mainly through weekly lessons linked to cross curricular topics wherever possible. Identified areas of RE are delivered through assemblies and followed up in class when appropriate. Additional experiences of RE, such as festivals, are offered throughout the year such as Hannukah, Diwali, Christmas and Easter. The school has good links with the local Methodist and Church of England Churches, a local group called 'Open the Book' lead regular assemblies and our Reception and Year 1 children visit local Christian places of worship.

Further details can be found in lesson plans and schemes of work.

EYFS

In line with the revised Early Years Foundation Stage (EYFS) framework, and the guidelines of the Wiltshire Agreed Syllabus, children in Reception have experiences aiming to 'promote the personal and spiritual development of children through an exploration of the world of religion in terms of its special people, stories, times, places and objects and by visiting places of worship' (Wiltshire Agreed Syllabus). Key themes of special times, special people, special places and being special in the context of religion are central to many of the aspects covered. Christianity and aspects of other principal religions are taught as appropriate, as well as the beliefs, viewpoints and ideas of our children and their families.

Religious education can make an important contribution to all areas of learning in the EYFS, but has a particularly strong focus in personal, social and emotional development (PSED), communication and language, creative development and understanding the world. A particular focus for understanding the world is the 'People, culture and communities' early learning goal, stating that by the end of the reception year children:

- 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.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Assessment

Teachers use a variety of means of assessing pupils work in line with the requirements of the Agreed Syllabus.

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This includes:

- Regular monitoring and reviewing of pupils' work and understanding through discussion, questioning and marking.
- Summative assessments at the end of years 1 and 2 in both their knowledge of, and about, religion, using a 'best fit' judgement.
- Observations of learning, particularly in the EYFS.

In the EYFS evidence is collected through observations of learning, practical activities, conversations, play and both adult directed and child-initiated activities. At the end of the EYFS this evidence is used to make judgements based on the Early Learning Goals.

Right of Withdrawal

Parents and carers have the right to request their child be withdrawn from all, or part, of Religious Education at Wootton Bassett Infants' School and are welcome to discuss their concerns with the Head Teacher.