



Religious Education Hartford Infant School

A Policy Statement

Introduction

Our policy is based upon the equal requirements set out in the Education Acts of 1944 and 1988 and Cambridgeshire's Agreed Syllabus 2002.

At Hartford Infant School we believe that Religious Education should contribute to children's emotional, social and spiritual growth. It should lead children to become aware of religious and moral values and to respect these even if they do not share them. We hope to help children to start to develop their own religious and moral values, and to possess the strength to live by these.

"Religious Education given in accordance with an Agreed Syllabus is educational and not confessional. It therefore follows that assumptions should not be made about the religious position or beliefs of pupils. For example care should be taken not to use inappropriately inclusive language." (Religious Education in Cambridgeshire, The Agree Syllabus).

Aims

Our aim for Religious Education is to enable pupils to:

- acquire knowledge and understanding of Christianity (which will be taught in greater detail) and other principal religions represented in Great Britain
- develop the ability to explore, reflect on and respond to human experience, drawing on their study of religion.

Religious Education should help pupils to develop:

- their skills of exploring, investigating and learning as exercised in their study of Christianity and the other principal religions represented in Great Britain
- their spiritual, moral, cultural and social selves by:
 - growing more aware of the fundamental questions of life raised by human experiences of how religions relate to them
 - responding to such questions with reference to their own understanding and experience and to the practices and teachings of religions
 - exploring and reflecting on their own experiences, values and beliefs in the light of their study.
- their ability to make responses to religious and moral issues based on information and reason
- positive attitudes towards:
 - other people, respecting their right to hold different beliefs from pupils' own
 - living in a society of diverse religions and cultures
 - religion as a significant element in human experience.

We follow the recommended syllabus from Cambridgeshire County Council.

Entitlement

The programmes of study for each stage should be taught to all, in ways deemed appropriate to their age and abilities. For the small number of pupils who may need the provision, material may be selected from earlier or later stages where this is necessary to enable individual pupils to progress and demonstrate achievement.

Time Allocation

In the Foundation Stage in Reception classes a reasonable amount of time should be allocated to Religious Education. 'Reasonable' may be estimated by reference to the KS1 allocation.

The Dearing Report recommended 36 hours per year for Key Stage 1.

Religious Education provided for pupils at the Foundation Stage:

- draw on and contribute to pupils' experience of religion, especially in relation to events, people and places in their immediate environment
- recognise and take seriously children's questions and ideas about profound, puzzling and difficult areas of life
- recognise, value and encourage pupils' capacity to wonder at and enjoy aspects of their experience
- contribute to pupils' growing sense of themselves as individuals and as members of the community to which they belong.

The provision of Religious Education for pupils of this age is statutory for those in Reception classes.

Resources

Appendix 3 has details of Religious Education resources.

Teacher resource books are stored in the Staff Room.

Children's resource books are stored in the children's reference library.

Artefacts/religious boxes are stored in the cupboard off the Music Room.

Scheme of Work

Continuity and progression are ensured through the school Religious Education framework and scheme of work.

Appendix 1 and 2 respectively.

Access and Inclusion

To be inclusive so that all pupils can take part with integrity, interest and confidence and can feel their contributions are valued. To achieve this, school will:

- ensure that all pupils can learn and achieve in Religious Education through programmes tailored to their needs
- take into account the views and experiences of all pupils whatever their religious or philosophical background, so that all pupils feel their contributions are valued
- encourage the challenging of derogatory stereotypes
- provide opportunities for contributions from a faith perspective if, and only if, pupils are willing to make them. Some will be very happy to act as a human resource but others will not
- be aware that it may not be appropriate in Religious Education for pupils from some religious backgrounds to be asked to express their learning about religions through representational art, music, dance or drama.

Religious Education's contribution to the spiritual, moral, social and cultural development of pupils.

Religious Education is central to the spiritual understanding of pupils and through our Religious Education programme we plan to help the children to reflect on the purpose and meaning of life. Work to facilitate this development lies in all the main areas of our Religious Education curriculum, namely Christianity, the other major faiths and stories about human experience. These will be shared with children both in class and during collective worship.

Religious Education will also contribute, through these main areas, to the moral development of the children. During discussion and further work pupils will consider ethical issues and personal values.

Similarly through Religious Education teaching children will develop socially, learning about living within a community and wider society. They will progress culturally by developing an appreciation of the value of their own and other people's cultures.

Assessment

Assessment needs to be an integral part of the planning so that teaching builds progressively on what pupils know, understand and can do. Teachers may determine their own assessment objectives using our scheme of work and the end of key stage descriptions, which are as follows:

That by the end of Key Stage 1 pupils will show evidence that they:

- understand that for many people religion is important in their lives
- know that there are people with religions or beliefs other than their own and are beginning to show appropriate sensitivity to and respect for their feelings
- understand that religions teach that the world and all living beings are of special value and are to be cared for responsibly
- are able to talk about what they have learned about Christianity and some other faiths using specialist vocabulary where appropriate
- can express what they have learned about religion and their personal response to it in a variety of ways, as appropriate eg through words, music, movement, art and drama
- ask questions about religion and exploring religious issues.

Visits and Visitors

During each year each year group will invite a visitor or make a visit to a place of worship.

Equal Opportunities

All children will have equal access to the curriculum regardless of ethnicity, gender, social circumstances or ability.

Within our school there may be at any one time a diversity of cultural and religious backgrounds.

Diversity of religious belief, observance and outlook among pupils is treated sensitively as a valuable resource. Pupils are encouraged to reflect upon their experience, to ask questions and learn from each other.

Common elements, concerns and values in human experience and in religious tradition are emphasised, for example with regard to stages of life and the celebration of festivals, and to the moral and spiritual teachings and insights which are reflected in stories and doctrines. This should be done without compromising the integrity and distinctiveness of individual faiths.

Special Needs

Activities are planned to encourage full and active participation by all children. Planning should take account of the targets specified on IEPs.

Withdrawal

Parents may request in writing that their child be excused Religious Education and/or worship.

This policy was created in 1999

Reviewed and updated in June 2017