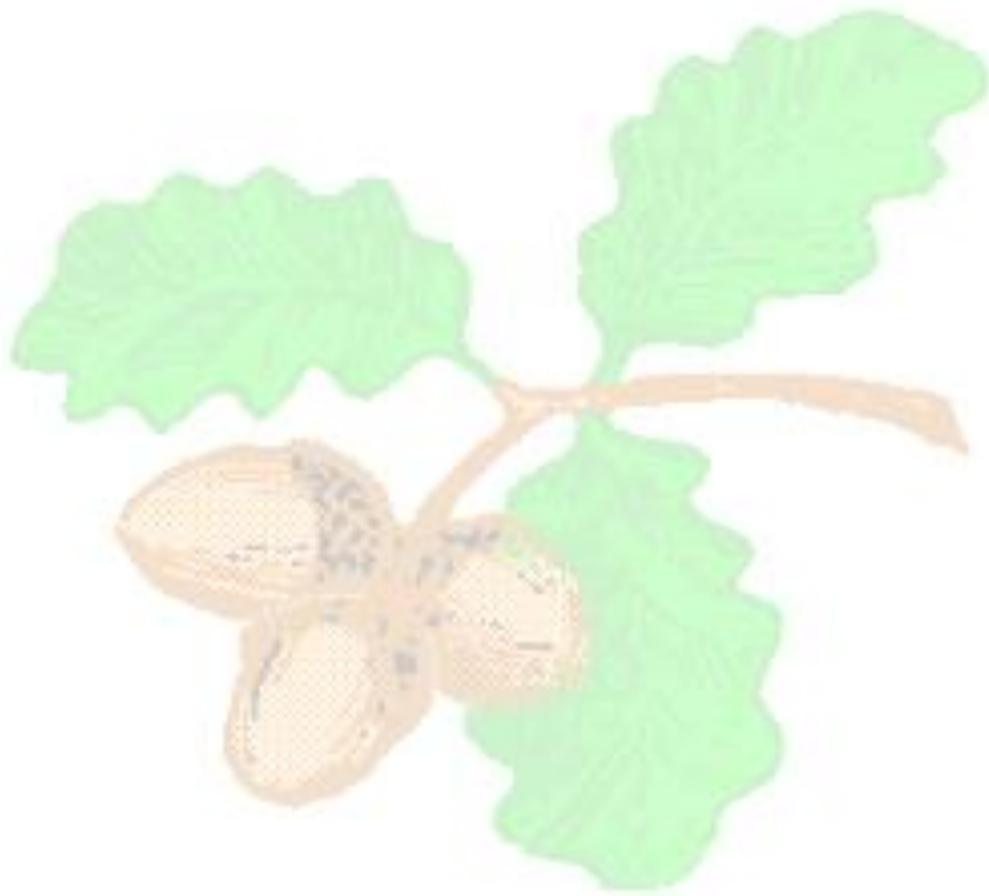


**CHURCHFIELDS INFANTS' SCHOOL,
NURSERY UNIT
& LANGUAGE FACILITY**



RE POLICY

2016

CHURCHFIELDS INFANTS' SCHOOL, NURSERY UNIT AND LANGUAGE FACILITY

R.E POLICY

Core purpose

The core purpose of RE is to **engage pupils in exploring and responding to challenging questions** raised by religion and worldviews, so that they can develop the knowledge, understanding and skills needed to appreciate and appraise varied responses to these questions, including their own.

[Taken from SACRE Redbridge and Havering syllabus 2015-2020](#)

Curriculum

Early Years Foundation Stage

“Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self- assured”

- **Understanding the World** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- **Communication and language** involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

[EYFS \(revised 2014\)](#)

Key Stage 1

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

[Taken from SACRE Redbridge and Havering syllabus 2015-2020](#)

Aims

Early Years Foundation Stage

We recognise each pupil as a **unique child** who reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- Playing and exploring – engagement with their environment through finding out and exploring; playing with what they know; being willing to ‘have a go’
- Active learning – motivation, demonstrated through being involved and concentrating; keeping trying; ‘enjoying achieving what they set out to do’

- Creating and thinking critically – thinking, characterised by having their own ideas; making links; choosing ways to do things

Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers. We aim to provide enabling environments, which value all people, value learning; and which offer stimulating resources, relevant to all the children’s cultures and communities; rich learning opportunities through play and playful teaching and support for children to take risks and explore.

[Development Matters in the EYFS](#)

Key Stage One

In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of 5 per cent of curriculum time for RE.

We will teach the agreed syllabus for Religious Education, which aims to ensure that all pupils:

- A. Know about and understand a range of religions and worldviews.**
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews.**
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews.**

Through the teaching content of Religious Education during years one and two, pupils will begin to be taught how to develop key skills including how to: investigate, reflect, express, empathize, apply, discern, analyze, synthesize and evaluate key worldviews, religious content and key questions.

Attainment

It is through its aims and attainment targets that high standards in RE can be established. Pupils’ experience of the subject is the focus for their exploration of and response to human experience and beliefs. It is important that pupils are taught in depth and detail about particular religions through each of the Key Stages.

Early Years Foundation Stage

Children talk about past and present events in their own lives and in the lives of family members. They know that other children do not always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

[Development Matters in the EYFS](#)

EYFS Breadth of study and Key areas of learning

Children in EYFS should be provided with opportunities in RE to:

- listen to and talk about appropriate stories which engage them directly experience religion – engage with artefacts, visit places of worship (with a focus on experiences and symbols), listen and respond to visitors from faith communities
- get to know and use religious words accurately e.g. God, Bible, synagogue, church, prayer
- use all five senses – smell (e.g. incense); taste (e.g. special foods) see and touch (e.g. religious artefacts); hear (e.g. chants/hymns/prayers/bells)
- make and do – make festive food, role-play, dress up, dance
- have times of quiet and stillness
- share their own beliefs, ideas and values
- talk about their ideas and experiences, and develop empathy for others

- use their imagination and curiosity to develop their appreciation and wonder of the world in which they live
- ask questions that are philosophically challenging and to have them taken seriously
- begin to use ICT to explore religious beliefs and beliefs as practised in the local and wider community.

[Taken from SACRE Redbridge and Havering syllabus 2015-2020](#)

Key Stage One

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant content:

KS1	
Believing: What people believe about God, humanity and the world.	1:1 What do Christians do at Easter and why is it important to them?
Leaders and teachers: Figures who have an influence on others, locally, nationally and globally in religion.	1:2 Who influences our lives?
Story: How and why some stories are sacred and important in religion.	1:3 How do the stories of Jesus inspire Christians today? 1:4 What can we learn from creation stories?
Symbols: How and why symbols express religious meaning.	1:5 In what ways are a Church/ Mosque/ Synagogue/ Gurdwara/ Mandir important to believers?
Celebration: How and why celebrations are important in religion.	1:6 What festivals do different religions celebrate?
Myself: Who I am and uniqueness as a person in a family and community?	1:7 Who is Christian and what do they believe? 1:8 Who is Muslim and what do they believe?
Belonging: Where and how people belong and why this is important?	1:9 How do religions celebrate the birth of a baby?

[Taken from SACRE Redbridge and Havering syllabus 2015-2020](#)

Equal Opportunities and Inclusion

Teachers are responsible for providing experiences and activities that encourage full and active participation by all children, irrespective of ability, gender, race or religion.

Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief and other areas.

Special Educational Needs and Disabilities (SEND)

A wide range of pupils have SEND. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [Special Educational Needs and Disability Code of Practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. Teachers will refer to the SEN and Disability Code of Practice to be clear about what should be done to meet their pupils' needs, in teaching, learning and assessment.

English as an Additional Language (EAL)

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in science as in all subjects.

Resources

The Religious Education Co-ordinator is responsible for maintaining an adequate supply of resources. Resources are stored centrally. It is the responsibility of all staff to make sure that items of equipment are returned to their correct places in the resource area. Computer software and internet resources are used for reference material and to support recording in Religious Education. Speakers and religious leaders from the wider community are a valuable resource to develop enquiry skills and support work in Religious Education, in addition to visits to local places of worship.

Assessment and Reporting

We use assessment to inform and develop our teaching. We give feedback verbally and mark work in line with the school's marking policy.

Assessment records are completed by teachers and passed on as children move through the school so that children's progress is tracked.

Staff assess children's level of attainment at the end of KS1. This teacher assessment is based on assessment records and work samples.

Reporting to parents is carried out in line with the school reporting procedures.

Religious literacy at seven:

At the end of key stage one a religiously literate pupil should be able to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B.1 Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C.1 Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
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A.2 Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B.2 Observe and recount different ways of expressing identify and belonging, responding sensitively for themselves.	C.2 Find out about and respond with ideas to examples of co-operation between people who are different.
A.3 Recognise some different symbols and actions, which express a community's way of life, appreciating some similarities and differences between communities.	B.3 Notice and respond sensitively to some similarities between different religions and worldviews.	C.3 Find out about questions of right and wrong and begin to express their ideas and opinions in response.

[Taken from SACRE Redbridge and Havering syllabus 2015-2020](#)

Monitoring and Evaluation

The Religious Education Co-ordinator is responsible for monitoring the implementation of the Policy as deemed appropriate, by: monitoring planning, to ensure it reflects the subject content; monitoring lessons and giving feedback to the teacher; discussing standards with the Headteacher and SLT.

