


## POLICY FOR RELIGIOUS EDUCATION

	<b>Fetcham Village Infant School</b>	<b>Committee Responsible:</b>	Teaching and Learning
		<b>Approved by Governors:</b>	Autumn 2022
		<b>Review Date:</b>	Summer 2023

### **RE Intent**

AT FVIS, RE is taught as part of our Values based education that encourages individuals to be the best that they can be. Through RE, children learn the importance of respect and understanding of different faiths whilst learning to be confident about questioning and sharing their own views and beliefs. This plays a crucial role in promoting British values and preparing children to live in an integrated modern day multi-faith and multi-cultural society.

Through exploring different faith stories and practices, children learn values of cooperation, honesty, love, trust, courage, friendship, caring and responsibility for others and the environment. Children are encouraged to discuss, compare and question different faiths without judgement as they deepen their understanding of different faiths. Cross-curricular links in RE are made where to further embed learning.

Visits to Mosques, Churches and a Synagogue provide opportunities for the children to experience first-hand the atmosphere of places of worship. They enjoy meeting people of different faiths and are encouraged to ask questions and share their ideas. This is arranged at places of worship or by inviting visitors into the school. A wide range of artefacts, books and multi-media are also used as resources to engage and inspire children and to extend children's knowledge and understanding of different faiths.

Children learn how religious practices contribute towards developing a sense of community and enjoy performing for their families who are brought together for the Children's annual Carol service at the local church and our Harvest and Christmas Assemblies.

RE engages children of all abilities and celebrates their differences. Although most common faiths are covered in the Surrey Syllabus, there are also non-religious views that are introduced in Keystage 1. Throughout the units, teachers ensure that pupils are aware that a set of beliefs is specific to people of that faith and are not shared by people everywhere.

Through using a range of teaching strategies including drawing, model making, visual aids, drama, re-enactments, performances, local visits to places of worship and exploring artefacts, children are inspired and motivated to share their thoughts and views on what they have learnt, confident that their ideas will be listened to and respected.

RE aims to ensure that children:

- begin to develop an interest in and to explore the nature of religion and how it can help to understand life.
- develop knowledge and understanding of Christianity and aspects of Judaism and Islam.
- respect everyone's position thus enhancing spiritual, moral, social and cultural education.
- with encouragement raise their own concerns about their own lives.
- see how different religions and beliefs can change aspects of everyday life.

### **RE implementation:**

At FVIS, we follow the Agreed Syllabus for Religious Education in Surrey Schools (2017-2022) for EYFS and Keystage 1 found on the Diocese of Guildford website (<https://www.cofeguildford.org.uk/>).

The syllabus consists of units of work which aim to develop the following skills and processes:

- reflection on feelings and experiences.
- empathy; to consider the thoughts, feelings and beliefs of others and to recognise feelings such as love, wonder and forgiveness.
- understand that others have different views of the world.
- investigation by asking questions and collecting information.
- interpretation of meaning from works of art, music, poetry and symbols.
- analysis - to understand the difference between opinions and fact.

We also wish to develop attitudes which are at the heart of Religious Education:

- fairness - listening and considering views of everyone.
- respect for people in the world and community who hold different views and respect for the needs and concerns of others.
- Self-understanding - sense of self-worth and value.
- enquiry - curiosity to find out about life.

The syllabus consists of two attainment targets.

- Learning about religions
- Learning from religion

**Children will have opportunities to learn about religions by:**

acquiring and developing knowledge and understanding of Christianity and aspects of Judaism and Islam through:

- encountering and learning the names of some of the important places and objects connected with the religion studied, and becoming familiar with stories about key people
- learning about some ideas and practices associated with festivals, celebrations and events
- using stories and symbols
- meeting people who belong to the religious community that is being studied (where possible).

**Children will have opportunities to learn from religion by:**

developing positive attitudes towards other people and enhancing their own spiritual and moral development through:

- responding to stories from different religious traditions
- realising that stories from religious traditions often deal with feelings similar to their own
- talking and thinking about puzzling questions which arise in life
- talking about things that matter to them and listening to what others have to say
- exploring the sense of belonging to a community
- exploring the difference between right and wrong, fair and unfair
- expressing themselves creatively in art, drama, dance, etc.
- using times of quiet to reflect on a story or other experience
- responding to the wonder and beauty of the natural world.

Parents may require that their children be withdrawn from Religious Education.

**What a typical RE lesson might look like:**

- Lessons should be adapted from the syllabus units for each topic so that they provide a stimulating and suitably challenging learning experience for children.
- Learning objectives and assessment criteria should be clearly stated at the start of each lesson and referred to during the lesson.
- Topics begin with an engagement activity which is linked to everyday life experiences, in order to hook children into aspect of faith being taught.
- A longer time should be spent on fewer topics to ensure that learning is securely embedded.
- Links to other faiths and practices should be made enabling children to use their knowledge of different faiths to compare and contrast what they have learnt.
- Links to maths patterns, studies of different countries and cultures in Humanities and Art should be made when possible to further embed learning.

- The whole class should work on the same material with differentiation by support and challenge.
- Lots of opportunities for discussion should be encouraged to enable children to articulate their understanding and thoughts on their learning.
- Children should be encouraged to question, interpret and express their ideas and to make links to their own personal values and beliefs.
- Opportunities for children to express their ideas and understanding creatively should be provided where appropriate in lessons. This could be done through drama using freeze-frames, role-play, hot seating and re-enacting rituals or celebrations like Shabbat. Other opportunities are provided through drawing, painting and making models of artefacts or places of Worship.

### **Teaching and Learning:**

Links between annual celebrations and RE are made explicit as this helps to further embed learning of different faiths by placing it into real life context and reinforces how faith impacts on society.

Where appropriate, children's work in RE is displayed as part of PSHE, Celebrations, Humanities or Art displays within the school and classroom.

A range of artefacts are stored in the RE cupboard and are used to enhance learning in RE. Children are encouraged to handle these with respect and to examine them closely and to discuss what the objects represent in each faith.

Non-fiction books on faith from the school library, video clips and powerpoint presentations from recommended websites are also used as visual resources to engage and stimulate children's learning in RE.

Practical activities like drawing, painting and model making enable children to demonstrate what they know and reinforce using the correct vocabulary to name places and objects of different faiths.

Visits to the local church and a synagogue allows children to experience the atmosphere of places of worship and to learn about the physical buildings and practices that take place there. Virtual tours of other places of worship like Mosques are used where a visit cannot be arranged.

Purple Mash provides creative opportunities for RE through paint programs and has a range of other activities to support learning in RE for older children.

Focused talk allows children to verbalise and discuss their understanding. Teachers encourage children through questioning to make links between different faiths and practices.

Teachers follow the units of work as part of the RE Surrey Syllabus and as set out in the school's medium-term plan.

Each unit clearly states the learning objective and suggests activities to develop learning through:

- Engagement
- Enquiry and exploration
- Evaluation
- Expression.

Each unit also lists key vocabulary, evidence of pupil progress to look for and background knowledge that teachers may find useful.

Expectations of attainment in areas of Knowledge and Understanding and Expression of ideas, beliefs and insights are described at three levels - Expected, Emerging and Exceeding. Recording sheets are attached to each unit for teachers to record individual children's attainment for each unit.

Teachers supplement the units with online resources, library books and artefacts that have been shared by the RE co-ordinator or educational websites.

The early years units are all aligned with early years practice and focus on concepts rather than specific faiths.

The keystage 1 units which cover celebrations like Harvest, Christmas and Easter are taught across the year groups at the same time and build on the previous years work to enable the children to progress on their prior learning.

Faith units like Judaism and Islam are introduced in Keystage 1 and a different faith is introduced each year. Comparative units which also include non-religious viewpoints are included but these still promote positive moral values.

At the start of each lesson children are told the learning objective and how it links to the previous lessons and the whole of the main unit.

**Recording Attainment and Progress:**

Assessment for learning occurs throughout the whole lesson enabling teachers/teaching assistants to adapt their teaching to meet the children's needs.

At the start of the lesson children are told the learning objective and should self-assess against this at the end of the lesson.

Work should be marked within the schools marking policy where appropriate and creative work like models and drawings or paintings displayed where possible in the classroom or around the school.

Summative assessments are made at the end of each unit and recorded on the recording sheet provided for each unit. Learning objectives for each unit are also listed on the RE Medium-term plan and can be used to record pupil assessment so that progress can be seen for all units on the same document.

Children who cannot use their voices to communicate may be unable to complete the requirements of the programme of study or attainment target relating to speaking and listening. In these circumstances, teachers should provide opportunities for children to develop strength in depth in other aspects of the programme of study. When a judgement against level descriptions is required, assessment of progress should discount those aspects that relate to speaking.

### **How we Support Children**

The Surrey RE Syllabus units are structured to ensure that children make clear and consistent progression in their learning by building on more complex concepts and ideas each year which also enables children to make deeper connections in their learning.

Each unit can be adapted to be taught for either year in the keystage with guidelines on how to do this which also enables it to be adapted to meet the different needs of children within a class.

All activities and work set for children must:

- set suitable learning challenges
- respond to children's diverse learning needs, being aware of differing genders, special educational needs, disability as well as different cultural, social and ethnic backgrounds
- overcome potential barriers to learning

All children are supported in their learning by expressing their learning in a wide range of ways to ensure all learners can thrive. These include drama, art and DT activities as well as games and written activities.

Where children have specific learning difficulties, support is provided by:

- help in managing written communication and differentiation by outcome.
- Using discussion, drama, art and DT activities to support children who have difficulties when speaking or language barriers
- opportunities to learn through physical contact with an instrument/object and/or sound source where they are unable to hear sounds clearly or at all

- access to adapted implements/instruments or computers to overcome difficulties with mobility or manipulative skills
- When assessing, teachers will take account of the needs of pupils whose first language is not English. Monitoring of progress will take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

## **Approvals**

*Mrs Cath Garel*  
***Chair of Governors***

*Mrs Christine Shuman*  
***Head teacher***