



Farnborough Road Infant School **RE (Religious Education) Policy**

“Learning, Caring and Achieving Together”

Our vision

At Farnborough Road Infant School, we are reflective, considerate and thoughtful. We want all our children to love Religious Education. We want them to have no limits to what their ambitions are and grow up wanting to be teachers, faith leaders, anthropologists, lecturers or community leaders.

Religious Education at Farnborough Road Infant School offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, Religious Education is invaluable in the ever changing and shrinking world in which our children are growing up.

Intent

Our Religious Education curriculum promotes curiosity and empowers our children to become independent and resilient learners.

The FRIS Religious Education curriculum not only meets National Curriculum requirements but will provide memorable Religious Education lessons that will develop their Religious Education capital and prepare them for the next stage in their education.

Religious Education plays a significant role in pupils’ spiritual, moral, social and cultural development. At FRIS we aim to promote respect and open-mindedness towards others with different faiths and beliefs. Through RE we encourage pupils to develop their sense of identity and belonging through self-awareness and reflection.

At FRIS we aim to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, 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

The Religious Education curriculum has been carefully built and the learning opportunities and assessment opportunities of each year group ensure progression and repetition in terms of embedding key learning, knowledge and skills.

At FRIS we follow the Sefton SACRE curriculum 2021-2026 (Standing Advisory Council on Religious Education)

The teaching and learning of Religious Education in the Foundation Stage is seen as ‘INTRODUCING’.

The teaching and learning of Religious Education at KS1 is seen as ‘EXPLORATION’.

Our children are taught about a range of religions and learn to show respect for the beliefs and values of others through RE lessons. They are encouraged to ask questions about different religions, traditions and cultures around the world. We make RE relevant to the children by studying and celebrating real events during focused RE lessons and themed assemblies. An example would be the sharing of the Christmas Story across the Foundation Stage and KS1. We believe children learn best from real experiences. Recently our local minister visited school and taught the children about the importance of then Harvest Festival in the Christian faith using real fruits and vegetables and a big bucket of soil! Through exploring and handling real artefacts, the use of Drama, visits to local places of worship and connecting with religious leaders, we aim to capture imagination, encourage curiosity and stimulate discussion and reflection.

At FRIS, Religious Education plays an important role, along with all other curriculum areas, particularly PHSE in promoting the spiritual, moral, social, and cultural development of our children.

Organisation and Planning

At FRIS following the agreed syllabus requires that all pupils study Christianity in each key stage. In addition, pupils will study at least one other principal religion represented in the UK, in line with the law. At FRIS we study the Jewish Religion in addition to Christianity and also explore festivals and traditions of other faith communities.

EYFS

UW is a Specific area of learning in the Early Years Foundation Stage and focuses on the strand of People and Communities. Children's understanding of RE is addressed through the teaching of all area of the curriculum, supporting children with their play and continuous provision, story times, celebration of festivals and home school links.

Some of the themes explored that lend themselves to opportunities for RE work include the following;

- Myself, My Life, My Senses, My special Things, People Special to Me.
- People who Help Us, Friendship, Welcome, Belonging, Special Places.
- Special Times, Our Community, Special Books, Stories, The Natural World.

KS1 RE

Key Stage One follow the key questions set out in the Sefton SACRE curriculum 2021-2026 (Standing Advisory Council on Religious Education) Children at FRIS are taught a discrete lesson for one hour each week and the main questions explored include;

- Who is a Christian and what do they believe?
- What does it mean to belong to a faith community?
- What makes some places sacred? (Christians and Jewish people)
- What can we learn from sacred books?
- Who is Jewish and what do they believe?
- How should we care for others and the world and why does it mean?
- How and why do we celebrate special sacred times?

These questions cover encompass three main areas; **Believing, Expressing, Living**. The units of work are organised in a series of lessons that build on prior learning and develop cross-curricular learning opportunities.

Our aim is to develop children's interest, intrigue and questioning. We encourage children to ask, as well as answer questions and explain their thinking. At the start of each new topic we assess the children's prior knowledge and introduce key vocabulary which is revisited regularly. Children take part in activities that cover all areas of the curriculum.

Each series of lessons is evaluated in year group meetings and any feedback passed to the RE Leader to inform future planning and ordering of resources.

Progression of Skills

Progression lies in the acquisition of new concepts and the deepening understanding of those already encountered. These include:

- An increase in knowledge, skills and understanding of the given topic.
- Understanding and moving from familiar to unfamiliar contexts.
- Tackling problems, which demand more complex or difficult solutions.

- Using more technical vocabulary.
- Developing understanding through mastery questions.
- The rate of progression will vary from child to child and has to be considered when planning the teaching and learning situations.

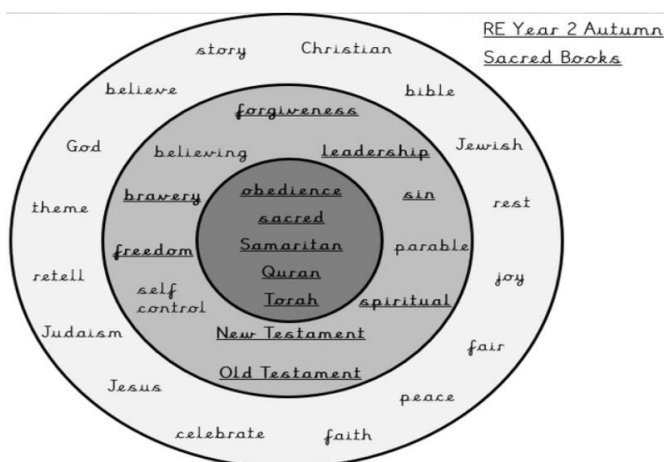
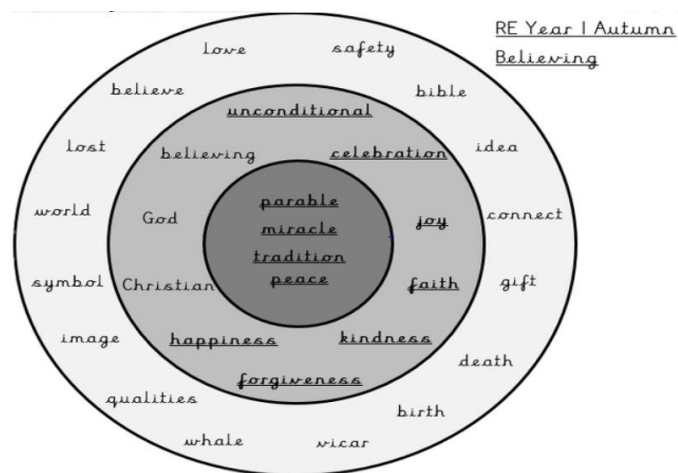
Our principal aim is to develop children's knowledge, skills, understanding, curiosity and enjoyment of RE and world views. Sometimes, we do this through whole-class teaching, but our aim is to make RE as practically based as possible for our young learners. We encourage the children to ask, as well as answer, philosophical questions. They take part in drama, role-play and discussions, and they are encouraged to present their ideas and opinions to the rest of the class.

Vocabulary & Oracy

At Farnborough Road Infant School emphasis is placed on developing the vocabulary and oracy skills of our children. At least one RE session per unit of learning dedicated to an oracy-based activity – such as debate, discussion or reasoning task.

At Farnborough Road Infant School, we believe that there should be no ceiling on the technical RE vocabulary that our learners are exposed to. With this in mind, RE 'dartboards' with three levels of challenge are prominent in classrooms in Key Stage One. Teachers will refer to this language when teaching themes and topics. In RE we use age appropriate vocabulary for each topic.

Vocabulary Dartboards Key Stage one



Equal opportunities

All children have the opportunity to reach their full potential in RE regardless of gender, race, disability and faiths. Resources should be chosen to reflect the equal roles of men and women and the fact that we live in a multicultural, multi-faith society.

Children with SEND

Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary. Some concepts will be explored using speaking and listening, rather than writing. The practical and verbal based lessons create an opportunity for RE to be inclusive to our pupils.

Assessment, Reporting and Recording

Children and their work are continually being assessed as skills, knowledge and understanding develop. The assessment may be oral, pictorial, including photographs, a written piece of work or an observation in a class or group activity.

At the end of each topic, teachers update their assessments, located in their Topic Book to indicate if the child has achieved the expectations. Evidence is retained in the form of written, pictorial or photographic evidence.

The RE Leader has a clear role and overall responsibility for the progress of all children in RE throughout the school. Children's progress is tracked and attainment is stored digitally using Arbor in EYFS and KS1. Attainment data is analysed and regular feedback is provided to inform on progress and future actions to the Senior Leadership Team.

Parents are kept informed of children's progress in RE through their annual Summer term report and have the opportunity to meet the teacher to discuss the report.

Impact

We strive for every child to achieve their full potential in Religious Education, develop a love and compassion for the world around them, be ready for their next stage in learning and inspire aspirations for the future career paths.

Through their Religious Education learning, the children will make links between their own lives and those of others in their community and in the wider world.

At Farnborough Road Infant School, we are reflective, considerate and thoughtful.

This policy will be reviewed regularly

Updated February 2023

Signed _____ **Date** _____ **Headteacher**

Signed _____ **Date** _____ **Chair of Governor**