



R.E. Policy

This document is a statement of the aims and principles and strategies for the teaching of RE at Tavistock Infant School.

The content of RE will acknowledge that the religious traditions in this country are Christian whilst taking account of the teachings and practices of other religions.

Legal Requirement

The Education Reform Act 1988 states that “The curriculum for every maintained school shall comprise a basic curriculum which included provision for RE for all registered pupils at the school.”

Setting the Context

Tavistock Infant School comprises of pupils and staff predominately of European origin, however all ethnic groups are welcomed. The school has links with local Church of England and Baptist congregations in Fleet. At various times and celebrations visitors from the churches and charities are invited into school.

Local Education Authority Agreed Syllabus

In accordance with the Education Act (1996), the teaching of RE at Tavistock Infant School follows the LEA agreed syllabus “Living Difference III”, copies of which can be found in the staff room.

The Aims and Purposes of RE

The aim of RE is to foster in pupils a reflective approach to life in order to develop their own spirituality. This process is enriched, by developing the children’s knowledge and understanding of Christianity and other faiths. We will do this by looking at the meaning and significance of religious and secular stories, artefacts, symbols, places and celebrations. We aim to enable children to talk about significant experience in their own lives, feelings associated with important symbols and for children to explain their own ideas about important religious questions.

We aim to utilise the link between the study of non-fiction and fiction texts and RE.

The Role of the Improving Teaching and Learning Team

- To take the lead in policy development.
- To ensure progression and continuity in RE throughout the school through the Key Stage map and unit plans.
- Support colleagues in the implementation of the medium term’s plans.

- Monitor progress in RE.
- Take responsibility for the purchase and organisation of resources in RE.
- Keep up to-date with development in RE and disseminate to colleagues as appropriate.

Continuity and Progression

The RE within the school is planned to ensure continuity and progression. Pupils experience Harvest, Christmas and Easter in each year group but focus on different elements within each of these units. Similarly, pupils explore different aspects of Jesus and his life each year and elements of Judaism, building on previous learning.

Assessment and Reporting

Observations of progress are made by the class teacher. These observations provide evidence for annual reports to parents.

Monitoring

Aims of monitoring in RE are to:

- Ensure that the objectives detailed on the mid-term plans are being met.
- Ensure that children are challenged in their thinking at an appropriate level

Time Allocation

The time allocation for the teaching of RE is 36 hours per year in the agreed syllabus. This could be a weekly session or a blocked unit of work.

Approaches for the Teaching of RE

RE is taught as a separate subject although there are on occasion links with other curriculum subjects and topic work.

There are 18 RE topics which are covered in Tavistock Infant School. These are taught as six half- termly blocked units in Reception, Year One and Year Two.

Although the main learning focus is Christianity, the children will also be taught about Judaism, which is the Non-Christian religion chosen by Tavistock Infant School to fulfil the requirements of the agreed syllabus.

The RE topics aim to build on children's own experiences and progressively develop an understanding of the key features, beliefs, celebrations and values of Christianity and Judaism, whilst fostering within the children an appreciation of the significance of both faiths to followers.

RE and Spiritual, Moral, Social and Cultural Development.

In the primary handbook for Religious Education it states that 'RE has a major role to play in the overall pattern of the provision a school makes for pupils' spiritual, moral, social and cultural development. This role needs to be recognised and made explicit.' In the case of each area of development, RE will contribute both in general terms and in specific, distinctive ways as follows:

Awe and Wonder

On Thursdays the class assembly will take the form of a period of quiet reflection. This may be centred, for example around a story, picture or a special artefact. During this time, the children may be invited to contribute to a quiet discussion and to express their thoughts and feelings. These special contemplative moments are in addition to any impromptu happenings.

Strategies for the Teaching of RE

RE is taught by whole class teaching, individual work and co-operative group work where appropriate.

The teaching of RE is planned to employ a wide range of teaching methods, and may include:

- Visits to places of worship.
- Making and testing food.
- Exploring religious artefacts.
- Listening to religious stories.
- Visits by members of a faith community.
- Artistic and dramatic representations of religious events.
- Reflection of religious symbols, sounds and use of silence.
- Using their IT capability in the study of RE and presentation of work in RE.
- Role-play of religious stories and events.
- Art, craft, music, poetry, dance etc.
- Collect evidence of Christian work.
- Identify aspects of RE where development work is needed
- Consider the extent to which it contributes to spiritual, moral and cultural development of pupils

Parental Right of Withdrawal

In accordance with Education Reform Act 1988, parents have the right to withdraw their children from the teaching of RE. It may be appropriate for parents to arrange to meet with the Head/RE in order to discuss:

- Religious issues about which the parents would object.
- Practical implications of withdrawal.
- Notice to be given.

Governors have agreed to maintain the practice of singing grace at lunchtime. Parents will be informed of this in the school prospectus and they have the right to withdraw their child from this activity if they so wish.

It should be noted that when occasions arise in which spontaneous enquiries relating to religion and spiritual issues are raised a parent could not reasonably insist on a child being withdrawn at such times.

Teachers Right of Withdrawal

In accordance with DES circular 3/89V.1 the legal rights of teachers to withdraw from the teaching of RE is recognised. Any teacher wishing to withdraw must confirm this in writing to the Headteacher/Governors.