

Chater Infant School



**An exceptionally high performing professional
and learning culture creating excellent
achievement for all.**

Remembered for all the Right Reasons

RE Policy

Rights Respecting School Agenda

We have the right to go to school

We have the right to learn.

Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 28 - Every child has the right to an education (from the National Convention on Rights of the Child)

This policy will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

Date agreed

Nov 2019

Review Date

Oct 2022

Chater Infant School is a Rights Respecting School

Therefore we adhere to the United Nations Convention on the Rights of the Child. Articles particularly pertinent to this policy are:

Article 13 –Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 23 - A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

Article 24- Every child has the right to the best possible health.

Article 27 – Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development.

Article 28 - Every child has the right to an education.

Article 30 – Every child has the right to learn and use the language, customs and religion of their family.

Article 31 – Every child has the right to play relax, play and take part in a wide range of cultural and artistic activities.

Article 41 – Government must actively work to make sure children and adults know about the convention.

Chater Infant School is a Rights Respecting School. Each class has its own 'Chater Charter' and the school is now working towards a Whole School Charter that will outline the rights and respect towards and shown by all pupils.

“Religious Education should encourage all participants to reflect upon their own beliefs and values, whatever they may be and to respect the rights of others to hold beliefs different from their own”.

Hertfordshire Agreed Syllabus Religious Education 1995

1. Background to Religious Education at our School

Religious Education is not a National Curriculum subject, but is taught to all pupils as part of the statutory curriculum. Planning and delivery of the RE Curriculum is based on the Hertfordshire Agreed Syllabus.

The local Standing Advisory Council for Religious Education has lifted the requirement for mainly or wholly Christian Assemblies as the majority of children who attend the school are not Christian.

Families who send their children to our school are, in the main, Muslim. In addition, there are children who are Christian, some from other faiths and some from non-religious backgrounds. RE is concerned with learning *about* religions and learning *from* religion. The faith background of both the staff and the child's family is respected at all times.

The rights of parents to withdraw their children from the teaching of RE is incorporated in the Education Reform Act (1988). Any parent who wishes this may consult the Head teacher. The right of teachers to withdraw from the teaching of RE is upheld.

2. Values and Aims

We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life.

We aim to provide a stimulating, secure and relaxed environment in which children of various nationalities, religions and cultures can live and work happily together.

The customs and beliefs of all nationalities are valued equally, so that children grow up with pride in their own beliefs and interest in and understanding of the beliefs of others.

Our caring ethos, and the value which we place on the development of the whole child - spiritually, morally, socially, culturally, intellectually and emotionally - is reflected in the RE curriculum. RE at our school enables children of whatever ability and level of development to:

1. Acquire and develop knowledge and understanding of the principal religions represented in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism.
2. Develop an understanding of the influence of beliefs, values and traditions of individuals, communities, societies and cultures.
3. Develop the ability to relate religious teaching and beliefs to everyday life, including moral issues and values in order that later judgements will be both reasoned and informed.
4. Enhance their own spiritual, moral, cultural and social development by:
 - a) Developing awareness of the fundamental questions of life, through:
 - their own personal experiences
 - discussion relating to religious beliefs
 - relevant and appropriate stories
 - outside speakers and visits
 - b) Giving them opportunities to reflect upon their own beliefs and share their ideas with others.
5. Respect each others' point of view and their right to hold different beliefs in our multi-faith society.

3. Objectives

(a) Learning

In RE we foster a reflective approach to learning by encouraging an open and honest enquiry, a growing self-understanding and respect of the rights of others to hold beliefs different from their own.

Children will be learning about religions and learning from religion by:

1. **Investigation** - the use of first hand and other resources to understand religious people, objects, symbols, places, events and stories.
2. **Questioning** - developing curiosity about life, relationships and the natural world.
3. **Empathy** - developing the power of imagination to identify feelings such as wonder, sorrow, joy, forgiveness and try and see the world through the eyes of oneself and others.
4. **Reflection** - the ability to consider thoughts, feelings, experiences, attitudes, beliefs of oneself and others.
5. **Relating** - linking significant features of religions making associations between them, in order to understand what makes religions distinct and/or similar.
6. **Expression** - the ability to identify and explain feelings and aspects of religions.

(b) Teaching

The teaching of RE seeks both to impart knowledge and develop understanding of religions experiences, feelings and attitudes through a variety of teaching and learning approaches.

RE specifically draws on the following:

1. **Stories** - Stories from a variety of faiths will be used
2. **Artefacts** - enabling the children to explore items which are precious and/or used in religious worship, encouraging respect whilst deepening knowledge.
3. **Assemblies** - enabling the children to share ideas and knowledge participate in celebrations and encourage the development of imagination and reflection
4. **Visits and Visitors** - enabling the children to see at first hand religious people, objects, symbols, places, events and explore with people who have faith.
5. **Role play** - encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters.
6. **Parents** - by valuing the family backgrounds of the children and making them part of the school community.

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities.

A range of teaching styles will be used including enquiry, exploration, discussion, role-play, drama, asking and answering questions, using a range of sources including ICT, works of art, artefacts, visits and visitors.

4. Planning

1. The Foundation Stage: RE is not a statutory requirement of the nursery. However, RE is taught within out nursery. The cover the religions and faiths within the makeup of the Nursery. Reception follow the Hertfordshire RE syllabus and work towards the Early Learning Goals:

- Personal, Social and Emotional Development
- Knowledge and Understanding of the World

2. Key Stage One follows the Primary Scheme of work for Religious Education based on the Hertfordshire Agreed Syllabus.

The school build in coverage of a progression in both the content and concepts outlined in the agreed syllabus. Teaching RE may be:

- through topics (as a block of work where more than one curriculum area is blocked together i.e. RE and literacy as part of a Celebrations topic)
- as a separate subject
- a combination of both methods
- a half termly block, rather than termly

When planning the RE co-ordinator is available to offer assistance, and there are a range of books and informative materials in the PPA room and in the school library which teachers may use.

In line with the agreed syllabus we plan to spend 30 hours per year at KS1 on the teaching of RE.

5. Assessment, Recording and Reporting

The agreed syllabus sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the statements of attainment as outlined. Assessment in RE is broad, much of it is informal and formative: it is not limited to measurement and testing.

The Foundation Stage assesses against the Early Years Outcomes/ Learning Goals using the Early Years Document and the Foundation Stage Profile, which are discussed with parents termly.

School Reports are sent home in the Summer Term of each year and the RE Report is written with reference to the teacher's records, pieces of work and the teacher assessment made in relation to the statements of progression in RE.

6. Monitoring and Evaluation

- Planning is monitored by the coordinator each term, through the staff planning circus.
- Lesson Observations are carried out by the coordinator. The observations have a specific focus, related to the whole school improvement plan and using the set proforma. Feed back is given in the same week.
- Work sampling and scrutiny is used to inform us on the progression, quality, range of recording, use of appropriate vocabulary and standards achieved.

7. Resources:

RE resource are kept in the external storage space near the pedestrian gate. These include a Festival box as well as box for each of the 6 major faiths.

It is also possible to borrow resources from the school library service and Watford Museum. These need to be ordered in advance.

The school also has the resource of the local environment, including Cassiobury Park and st Micheal's church, who are happy to accommodate us with enough notice given.

8. Presentation:

Each aspect of work will involve pupils in activities (such as those already mentioned see section on Teaching). In addition, pupils will sometimes be encouraged to present work in other ways:

1. As a Unit display
2. As part of a Curriculum area display, in the Hall or elsewhere in the school.
3. Present work for a wider audience in assembly.
4. Work will also be recorded in topic books and sometimes literacy books depending on the topic.

9. Cross Curricular Issues:

All teaching and learning at Chater Infant School provides opportunities for cross-curricular links with all subjects. Teaching and learning in RE link especially with Art, Design Technology, Literacy, Music, Speaking and Listening, ICT and PSHE. Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

The school provides special opportunities for multi-cultural links, through the different communities within the locality.

10. Management and Co-ordination

The RE Co-ordinator manages this area of the curriculum in line with our job description for subject co-ordinators.

This policy is reviewed during a staff meeting to ensure it still represents the values and practice of the school. It is then agreed by the Curriculum Committee.