





RELIGIOUS EDUCATION POLICY

Date Reviewed	8 th December 2022
Signed Headteacher	
Signed Chair of Curriculum & Standards	
Date Revised	Autumn Term 2024

Religious Education has two aspects. The first is concerned with children's personal feelings and their experiences, questions and responses to life. The second is concerned with a body of knowledge, mostly beyond the children's personal experiences. This covers the ways in which religious communities express their feelings and beliefs through their behaviour, values and general organisation. In school there are high moral standards that are woven into all aspects of school life and learning.

Aims

- a. To promote children's spiritual, moral and social development
- b. To promote understanding and raise awareness of different religions
- c. To develop children's own beliefs and values

This will be achieved by helping children to:

1. Understand their place in the natural order of things;
2. Explore their relationships with family, groups and community;
3. Learn about the guidance offered by leaders and traditions;
4. Develop their awareness of special times, places, people and events.

Organisation and Resources

At Rednal Hill Infant School Religious Education is an integral part of school life influencing behaviour and morals. The school promotes this through our school values, honesty, fairness, respect, trust, responsibility, resilience as well as British Values. It will be specifically taught throughout the school as appropriate. When planning teachers must recognise the religion of the children in their class, school and all of Birmingham as a whole, taking into account the most represented groups. Christianity is the most predominate religion and must be taught. A variety of learning and teaching techniques will be used and these will include: stories, artefacts, pictures, visits and visitors. Resources will be stored in a central area.

Foundation Stage classes will work within the Early years curriculum. The children will concentrate on moral and social skills rather than addressing specific religious content. Christianity and other religions will be addressed at major festivals.

KS1 classes work with Birmingham's agreed syllabus for Religious Education and the content of this document informs planning. The Birmingham Syllabus is broken into 24 dispositions that are divided across Key stage 1. Where possible, Religious Education will be planned within the creative curriculum and there will be additional themed festival days.

At Rednal Hill Infant School Religious Education promotes the principles of the Birmingham Agreed Syllabus (updated February 2022). This syllabus uses a learning model which breaks the dispositions into four tangible, interconnected aspects. They are:

- Learning from experience,
- Learning about religious traditions,
- Learning from faith and non-religious worldwide views,
- Learning to discern.

This enables pupils to increase their knowledge, understanding and sense of value of World Religions and the place of religion within our community. There is an emphasis on the religions represented within the school and city population. Thus to encourage pupils to think critically and express their feelings and opinions about moral issues.

Entitlement

All children are entitled to a broad and balanced presentation of religious life, dealt with in appropriate depth. They will have access to religious traditions over their primary school life. All children must take part in Religious Education unless specifically withdrawn by their parents/carers. Teaching staff have the same entitlement. Children from ethnic minorities will be given due consideration and their differences respected.

Assessment

Assessment will be mainly formative. It will cover the development of children's understanding about religion, their personal response to it and on their willingness and ability to reflect on the issues, questions and experiences, which emerge from it. Assessment will be informal and intuitive. It will be drawn from discussion, questioning, listening to conversations and encouraging self-expression. This will be evident in our planning and within the World and Me class floor books.

