

Yeadon Westfield Infant School R.E. Policy

2017-Review 2020

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff, governors and volunteers to share this commitment. This policy should be read in conjunction with all other school policies.

Introduction

R.E. is a statutory subject and is viewed as an important part of our school curriculum. Our teaching of R.E. follows the Leeds Agreed Syllabus 2015 -2020. We use the schemes of work and resources from the RE Resources Hub and supplement the lessons through the LCP R.E. resource file. Through RE we hope to contribute towards children's moral, spiritual and cultural development. We aim to provide children with a wide variety of experiences through which they can develop their own understanding, beliefs and values towards everyday life and religion.

In accordance with the Education Act we respect that parents have the right to withdraw their children from R.E. lessons, collective worship and church services.

Leeds Agreed Syllabus 2015-2020

The syllabus requires schools to focus on specific core religions at each key stage. For KS1 this is Christianity and Islam. In addition, other (non-religious) world views must be included as part of the curriculum and in response to the community of the school.

The following summary of the units covered are from the Leeds Agreed Syllabus 2015-2020.

EYFS

F1 Where do we live and who lives there?

F2 How do Christians celebrate Christmas?

F3 What makes a good helper?

F4 What can we see in our wonderful world?

F5 Who and what are special to us?

Year 1

A. Beliefs and practices of religions and other world views

1.1 Why are stories important?

1.2 Why do we celebrate special occasions?

B. Questions of meaning, purpose and value

1.3 What does it mean to belong to a church or a mosque?

C. Questions of morality, identity and diversity

1.4 Why do we care about people?

Year 2

A. Beliefs and practices of religions and other world views

2.1 How do Christians and Muslims celebrate new life?

2.2 How can we make good choices?

B. Questions of meaning, purpose and value

2.3 How and why do people pray?

C. Questions of morality, identity and diversity

2.4 How can we look after our planet?

Aims

To achieve a broad and balanced curriculum, the latest syllabus is built around three aims. RE should ensure that all pupils:

- * Investigate the **beliefs and practices of religions and other world views**;
- * Investigate how religions and other world views address **questions of meaning, purpose and value**;
- * Investigate how religions and other world views influence **morality, identity and diversity**.

Our specific aims

- * to develop an informed and sensitive understanding of Christianity and other religions.
- * to provide opportunities for children's spiritual, social and cultural development.
- * to encourage respect, openness, and sensitivity towards all religious beliefs, values and customs.
- * to enable children through a variety of experiences and activities, to develop skills, knowledge, attitudes and understanding and to be comfortable with their own beliefs and values.

Principles which underpin our scheme of work

The approach of R.E. is in line with the overall educational approaches of the school and other curriculum areas. The knowledge and concepts to be taught are identified through the topics so that appropriate teaching activities can be planned. That R.E. is manageable in terms of content. There are health and safety procedures laid down for off site visits. There is clear progression from Foundation Stage through to Year 2 which takes into account the development of children's religious thinking.

Teachers will use a range of styles and learning experiences when delivering the R.E. curriculum including:

- Individual, paired and group activities.
- Differentiated tasks
- Appropriate use of I.T.
- Access to a broad range of resources.
- Presentation and display of children's work when appropriate.
- Visitors and visits.

Assessment

Children will be assessed during the year using a variety of approaches including discussion, written and creative work, observation and specific tasks.

