



**Woodgrange Infant School**  
**Religious Education Policy**

**Mission Statement**

We aim to create a happy and secure atmosphere in which each child is respected as an individual beginning to take her or his place within wider society. We are fortunate in having children of many cultures attending our school so that from a very early age they are learning to live together and are helping to create a more harmonious society.

**The aims** of Religious Education at Woodgrange are:-

- to awaken and develop an awareness of the spiritual side of life
- to examine questions relating to human existence and purpose
- to know, understand and respect the beliefs of others
- to discover the significance of commitment to a personal faith and how it affects our lives
- to appreciate and contribute to a multi-faith community

**How we teach Religious education**

Children are taught the knowledge, skills and attitudes as outlined in the Agreed Syllabus for the London Borough of Newham. An agreed syllabus for religious education sets out what all schools in a local authority (LA) - with the exception of those which are voluntary aided – should include in their RE programme. An agreed syllabus will also contain statements about the role of RE within the curriculum. The text of an agreed syllabus is ‘agreed’ by an ‘agreed syllabus conference’ which includes representatives of the various educational, religious and political groupings found in its local authority. The agreed syllabus provides a single point of reference encompassing statutory requirements, good practice and recommendations.

The Newham syllabus reflects the religious faiths and traditions represented in the locality. The religions taught include: Christianity; Islam; Hinduism; Sikhism; Buddhism and Judaism.

The religions most commonly represented in our school are Christianity (31%) and Islam (51%) and this generates a more detailed focus as it is within the children’s direct experience but we do ensure we cover all 6 of the major faiths throughout KS1. We also acknowledge that a significant number of our children’s families state they have no Religious beliefs (13%) and take care to respect this in our teaching.

Topics covered in Year 1 are:

How do we express meaning through cards, candles and actions? <u>All faiths</u>	How do <u>Christians</u> celebrate Christmas?	What is special about living with family & friends? <u>All faiths</u>	What does it mean to belong to Christianity?	What does it mean to belong to <u>Sikhism</u> ?	What does it mean to be <u>Muslim</u> ?
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Topics covered in Year 2 are:

Where did the world come from and how should we look after it? <u>All faiths</u>	Why are different books special for different people? <u>All faiths</u>	Why did Jesus tell stories? <u>Christianity?</u>	How do we know Easter is coming? What special story is told? <u>Christianity?</u>	Why do some people eat special food? <u>All faiths</u>	What is fasting and why do people do it? <u>All faiths</u>
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This syllabus continues into KS2 and helps children to develop an understanding of the world’s major faiths over time. All religions are treated with equal respect.

**How do children learn in Religious Education lessons?**

RE lessons include opportunities to discuss; to share experiences; to handle artefacts; to ask questions; to explore ideas; to learn about customs and practices. Lessons use artefacts; video clips and photographs; information books; visits to places of worship and discussions with visitors to explore ideas and develop understanding.

### **Religious education in the Early Years Foundation Stage**

Religious Education is not a formal or legal requirement for children under 5 years of age. However elements of understanding faith, spirituality and beliefs are integral to the area of learning “knowledge and understanding”. Children explore their cultural and spiritual identity through play and discussion with other children and adults.

### **Including all children**

All children, irrespective of intellectual ability, race, language, gender or physical disability, have an entitlement to access the programme of study at an appropriate level. Activities are planned in such a way as to encourage participation by all children irrespective of ability.

### **Parental Right to withdraw**

Parents have the statutory right to request that their child be exempt from the study of R.E, although this right is very rarely taken up. Any request should be discussed with the Headteacher before being made in writing.

### **Assessment**

Children’s progress is assessed and reported to parents in writing at the end of each school year.

### **How will we know this policy is effective?**

Children will have a high quality weekly RE lesson (monitored annually by the HT).

Children will show good understanding of each other’s faiths and customs and be happy to share their own experiences- even where they do not practice a religion- evidenced by children’s attitudes towards each other being respectful.

High levels of participation in visits to places of worship will show that we are successfully fostering tolerance and understanding within our multi-faith community.



### **Statement on Collective Worship**

The 1988 Education Act requires that children (aged 5 or over) take part in a daily act of collective worship which “shall be wholly or mainly of a broadly Christian character”.

Collective Worship provides pupils with space for reflection and thought and helps to develop their sense of self and spirituality.

An act of collective worship at our school is a short moment of reflection or thought focused on a particular theme. Children are encouraged to think about an idea while they look at a candle; listen to a poem or prayer or piece of music.

This takes place in the hall twice a week and in class three times per week.

Stories are carefully chosen from a wide range of cultural sources and religious traditions, as well as children’s fiction, to ensure the themes relate to children’s experiences and are relevant to their age and understanding.

Stories explore a wide range of moral and spiritual issues.

Themes include:

Feelings                      Caring for others                      Friendship                      Special days

There are very close links to personal, social health education.

### **Monitoring and evaluation**

The Head teacher and Staff and Governing Body will review this document regularly.

The Governing body will monitor the teaching of RE and the arrangements for Collective Worship.

2015 Review date 2018