

# Airedale Infant School

## 'Ambition, Bravery, Respect

### Religious Education Policy

| Version       | Date               |
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| Owner         | Subject Leader/SLT |
| Approver      | Academy Council    |

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures. It encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a plural society and global community. It has an important role in preparing pupils for adult life, employment and lifelong learning.

Religious education enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. Airedale Infant school has strong links with our local church (Holy Cross) and Reverend Tracy.

#### **Aims: Intent**

It is our aim to:

- To develop knowledge and understanding of Christianity and other principal religious traditions represented in Great Britain.
- To develop understanding of the ways in which beliefs influence people and their behaviour, practices and their communities.
- To reflect on, deepen and clarify their own experiences, values and beliefs and those of others.
- To develop an awareness of fundamental questions about life arising from human experience and how religious beliefs and practices can relate to them.

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- To recognise the right of people to hold diverse beliefs and values and to develop positive attitudes of respect towards other people.
- To benefit from opportunities to enhance their spiritual, moral, social and cultural development.
- To promote and continue to foster the strong and vital links we have with Holy Cross Church. We work to embody our Christian foundation in all aspects of school life.

#### Curriculum and Subject Content: Implementation

As a school we follow the programmes of study set out in the Wakefield Agreed Syllabus 2018-2023. This curriculum enables all of the children in our school to acquire and develop skills, knowledge, a mutual respect and tolerance of different beliefs and religions. The syllabus encourages and enables pupils to explore their own beliefs, values and traditions and those of others in meaningful and engaging ways. Through religious education we aim to acknowledge our children's immediate needs and nurture their spiritual, moral, social and cultural awareness ensuring they grow into valued and responsible adults.

#### RE Curriculum Map 21-22

|        |  |  |  |   |
|--------|--|--|--|---|
| Year 1 | 1.7 What does it mean to belong to a faith community?                    | 1.6 How and why do we celebrate special and sacred times?                            | 1.1 Who is a Christian and what do they believe? | 1.5 What makes some places sacred?<br><br>(This could be an RE week or fit into a cross curricular unit of study) |
| Year 2 | 1.8 How should we care for others and the world, and why does it matter? | 1.6 How and why do we celebrate special and sacred times? (different festival focus) | 1.3 Who is Jewish and what do they believe?      | 1.4 How can we learn from sacred books?   |

#### Monitoring and evaluation: Impact

Throughout the term/year a range of monitoring activities are conducted in-line with the schools monitoring calendar such as: lesson observations/drop-ins, book/work scrutiny, pupil voice, display

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audits alongside data analysis. This enables the RE leader to constantly monitor their subject area, identify needs for CPD and/or peer support, while keeping abreast of standards in RE across school.

#### **Assessment**

At Airedale Infant School, assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess the progress of individual children. Assessment is built into RE at the planning stage of each focus of work. There is planned opportunity for day to day assessment against clear intended learning outcomes.