



# Onslow Infant School

## RE Policy

### Links to other policies: PSHE & RSE

#### Policy Review

This Policy was adopted Spring 2024  
The Policy will be reviewed in Spring 2027

## Introduction

RE is taught according to a locally agreed syllabus prepared by a standing conference made up of representatives of the authority, the Church of England and other Christian denominations and world religions present in the community (SACRE).

The Education Reform Act 1988, identifies the special status of religious education. It requires that RE has equal standing in relation to the core and foundation subjects within a school's curriculum, but is not subject to nationally prescribed attainment targets and assessment procedures.

At Onslow the RE curriculum is delivered through the Surrey SACRE syllabus with an emphasis on what is relevant to our school community.

### **RE contributes to children's spiritual development through:**

- Discussing and reflecting on questions surrounding worldviews, faith, belief, ethics and morality
- Learning about and reflecting on important beliefs, practices and experiences which are axiomatic to religious and non-religious traditions and practices
- Considering how beliefs and concepts are expressed culturally and creatively through the arts and human and natural sciences
- Considering how worldviews perceive the value of human existence and relationships with each other, the natural world and for some, with God
- Enabling students to develop their self-knowledge, self-esteem and self-confidence
- Developing their own personal knowledge, which may include views and ideas on religious, philosophical and ethical issues

### **RE contributes to children's moral development through:**

- Exploring how beliefs, teachings and sacred texts influence individuals and groups
- Thinking about matters of ethical and moral concern
- Studying issues that promote respect of race, religion and belief
- Distinguishing between what is right and wrong and respecting the civil and criminal law of the UK
- Considering the importance of rights and responsibilities and developing social awareness

### **RE contributes to children's social development through:**

- Considering how religious and other beliefs lead to particular actions and concerns
- Addressing issues relating to democratic processes, promoting respect for the basis on which the law is made and applied across the UK, whilst exploring potential tensions with religious laws
- Investigating social issues from the perspectives of different worldviews
- Recognising diversity and difference as well as the common ground between religions and beliefs
- Expressing pupils'/students' personal views on a range of contemporary social issues whilst developing a capacity to consider respectfully the views of others
- Acceptance of and engagement with British Values (Ofsted)

### **RE contributes to children's cultural development through:**

- Encountering people from different worldviews and cultures
- Considering cultural diversity within the same religious or non-religious tradition
- Promoting tolerance, racial and interfaith harmony and respect for all, combating prejudice and discrimination
- Contributing positively to community cohesion and interfaith cooperation

## Approaches to teaching and learning RE

At Onslow we employ a variety of teaching methods. These might include:

- Visiting local places of worship and receiving visitors from faith communities. For example, the outreach department of the Woking Mosque.
- Using art, music, dance and drama.
- Children experiencing times of quiet reflection to develop their own thoughts and ideas.
- Using stories, pictures and photographs.
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression.
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others.
- Exploring celebrations across the year, such as Diwali and the Chinese New Year.
- We include our families to share their rituals and beliefs. For example, cooking and sharing meals during Eid.

### **Role of the Subject Leader for RE**

The subject leader is responsible for the monitoring and development of RE learning and teaching and for ensuring quality and raising standards in the subjects by:

- Acting as a consultant to colleagues on resources, curriculum changes, classroom teaching and learning ideas.
- Monitoring and evaluating pupils' work, pupils' views on the subject, displays and teachers' planning.
- Ensuring curriculum content by analysing plans and subject curriculum maps and through these ensure the development of RE skills and vocabulary progression
- Auditing, ordering and replacing resources.
- Producing a subject leader action plan, which is evaluated at the end of each term.

### **Assessment of RE**

As part of the learning process children will discuss the outcomes of their learning, its merits and the ways in which it could be improved. This could be a result of oral or written work, will happen on a regular basis and involve:

- Children's conversations to help determine whether success criteria were met.
- Conversations with teaching staff to help determine whether success criteria were met.

EYFS and Year 1 make ongoing observations. Data for each year group is collected and analysed termly via the school reporting systems. Gaps in learning are identified along with individuals who need challenging or require extra support. This information is then discussed with Leaders of Learning. At the end of each year, a judgement is made as to whether KS1 pupils are achieving a level of: working towards, meeting or exceeding the subject content in RE. EYFS judgements are made against Early Learning Goals.

### **Rights of Withdrawal**

We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We encourage parents to contact the headteacher if they have any concerns about RE provision and practice at the school.