

Motcombe



RE Policy

At Motcombe School we aim to ask questions about the purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. We aim to develop pupils' knowledge and understanding of Christianity, other principle religions, and religious traditions whilst fostering personal reflection and spiritual development.

We want to encourage pupils to explore their own beliefs, and build resilience to the world and around them and enable them to build their own sense of identity and belonging, which will help them flourish within their communities and as citizens in a diverse society.

We want our pupils to develop respect for others, including people with different faiths and beliefs, and to help challenge prejudice and to prompt them to consider their responsibilities to themselves and to others. Our pupils will be encouraged to explore how they might contribute to the communities and wider society whilst developing empathy, generosity and compassion and develop a sense of awe and wonder in the world in which they live.

Reviewed annually in Term 6

School Mission Statement

'Flying High Together'

Our School Vision

"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"

Our School Values

1. Motcombe School is a community where children feel safe. It is a place where children can learn, play, work and grow together and where individuality for all is nurtured and valued; diversity is celebrated and all members feel able to meet their full potential, through the joy of life-long learning.
2. Children at Motcombe School have the right to the highest quality of teaching, which embraces all learning needs and is committed to raising academic standards and emotional growth.
3. We acknowledge that we live in an ever-changing world and are committed to preparing and empowering children to communicate well and fulfil their responsibilities as British and global citizens, whilst developing the ability to use all available technologies, in a safe and secure environment.
4. We promote respect for self and others, fostering qualities of initiative, creativity, growing independence and self-confidence, co-operation and self-motivation through the delivery of a relevant and challenging curriculum that acknowledges the need for health in both mind and body.
5. We are committed to supporting staff in their personal and professional development.

Ethos

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports the development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

Equal Opportunities

At Motcombe we believe that all children, regardless of first language, disability, race, gender, cultural or socio-economic background, should receive equal access to the full school curriculum.

Disability Statement

Motcombe is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability. We have easy access into the main part of both buildings and have facilities that include toilets for the disabled.

R.E enquiry and skills

At Motcombe School we recognise the importance of effective independent enquiry skills. We ensure that planned learning encourages the autonomous use of enquiry and investigative skills that deliver the Early Learning Goals and National Curriculum Objectives.



Principles	Values	Strategies
At Motcombe we:		
provide opportunities for children to investigate R.E. issues using wide-ranging resources.	acknowledge that children need access to a variety of resources	<p>plan learning that encourages children to explore resources such as:</p> <ul style="list-style-type: none"> • Secondary accounts of places experiences and both visual/auditory • Primary written documents • Physical objects • Visiting places of worship
explicitly teach the skills of enquiry and interpretation of information	acknowledge that children make better independent learners if they are confident in the skills of investigating and interpreting	<p>use the following in Foundation Stage:</p> <ul style="list-style-type: none"> • Model good speaking and listening • Model questioning and introduce question words; why, when, what how? • Use speaking partners to encourage listening and evaluating others ideas and opinions • Engage with R.E through stories, artifacts, pictures, posters, ICT and simple songs, dance and drama. <p>use the following in Key Stage 1:</p> <ul style="list-style-type: none"> • Continue all the strategies introduced at foundation stage, plus; • Provide opportunities to develop thinking, problem-solving and communication skills through planned opportunities based on strands of the R.E. curriculum. • Encourage enquiry skills including asking relevant questions and using imagination. • Explicit teaching of a range of methods to record findings in religious enquiry. • Begin to use specialist vocabulary
Give opportunities for reflection and response to religious ideas.	Acknowledge that children need the time and opportunity to express their own ideas about questions of identity, belonging, meaning, purpose, truth, values and commitments.	<p>Use the following in Foundation stage:</p> <ul style="list-style-type: none"> • Reflect on what is important to themselves and others • Reflect on and share their own feelings and become aware of the feelings of others <p>Use the following in key stage 1:</p> <ul style="list-style-type: none"> • Reflect on and discuss what is important to themselves and others • Reflect on their own feelings and experiences and developing a sense of belonging

Religious Knowledge

At Motcombe School we recognise that children start school with wide ranging experiences and images of the world, and we aim to build on this through the R.E. programme in order to meet their growing curiosity. Through R.E we aim to equip children with a greater awareness of themselves and their needs and to develop a respect and understanding of the differing needs and opinion of others. We aim to give children the opportunity to reflect on and celebrate the world around them in all its diversity.



Principles	Values	Strategies
At Motcombe we:		
<p>provide opportunities for children to investigate <i>religions and religious practices</i> in a local, national and international context</p>	<p>believe that children need opportunities to explore a rich and broad curriculum with access to different opinions and ideas from a variety of cultures and religions.</p>	<p>At Foundation Stage: plan opportunities for the children to:</p> <ul style="list-style-type: none"> • Focus on special people, places, objects, stories, music and celebrations <p>At Key Stage 1: plan opportunities for the children to:</p> <ul style="list-style-type: none"> • Explore a range of religious stories and talk about their meanings • Name and explore a range of celebrations and rituals in religion • Identify the importance for some people of belonging to a religion • Explore how religious beliefs and ideas can be expressed through the arts • Identify and suggest meanings for religious symbols
<p>provide opportunities for children to reflect on their own and others' religious beliefs and build empathetic understanding.</p>	<p>believe that children need to reflect on their own beliefs and values and those of others.</p>	<p>At Foundation Stage: plan opportunities for the children to:</p> <ul style="list-style-type: none"> • Reflect on what is important to themselves and others • Reflect on and share their own feelings and become aware of the feelings of others <p>At Key Stage 1: plan opportunities for the children to:</p> <ul style="list-style-type: none"> • Reflect on and consider religious concepts such as worship, wonder and praise etc • Ask and respond to puzzling questions • Identify what matters to them and others • Reflect on how spiritual and moral values relate to their own behaviour • Recognize that religious teachings and ideas make a difference to people • religion is shown in a variety of ways

Year group Targets



At Motcombe School we acknowledge that effective learning stems from knowing where children are, where they need to go, how they are going to get there and how they know when they have 'arrived'.

These Targets are intended to ensure that the appropriate progression of skills is planned for during literacy activities. We recognise that children develop their skills at different rates and therefore the most appropriate targets will be selected for each Year Group, Class, Group and/or Individual.

Targets for the Foundation Stage:
<ul style="list-style-type: none">• Reflect on a religious story• Use role play to investigate people's feelings• Discuss the consequences of their actions through play• Talk about a religious artefact and why it might be special for some people• Use ICT to find out about a special religious event• Use artefacts, stories and music to discuss important events and how they are celebrated
Targets for Year 1:
<ul style="list-style-type: none">• To remember a religious story and talk about it• To use the correct terminology for things that are special to religions• Recognise religious art, symbols and words and talk about them• Talk about things that happen to themselves• Talk about what they find interesting or puzzling• Talk about what is important to themselves or other people
Targets for Year 2:
<ul style="list-style-type: none">• Tell a religious story and say some things that people believe• Talk about some of the things that are the same for different religious people• Say what some religious symbols stand for and say what some of the art is about• Ask about what happens to others with respect for their feelings• Talk about some things in stories that make people ask questions• Talk about what is important to themselves and to others with respect for their feelings• Recognise different styles of religious music

Success Criteria

By following these guidelines we expect that there will be a consistent approach to the teaching of RE, which will result in the raising of standard. We will measure our success by monitoring the success criteria listed below.

- Teachers and Support Assistants will feel confident in the delivery of high quality RE provision.
- The levels of achievement across the school will be at least good.
- Children will be confident in their own skills and capability
- Children will make significant progress in all aspects of RE

These guidelines will be reviewed annually by the RE Subject Leader and information will be reported to the SLT who will inform the full Governing Body as to the effectiveness of this Policy.