



Whitehall Nursery and Infant School

Religious Education Policy

Rationale

All children aged 4-16 are entitled by law to receive Religious Education. The national curriculum framework for RE was published in October 2013 by the RE Council of England and Wales. This document has been the basis of the review and revision in 2016, of the Walsall SACRE Agreed Syllabus for RE.

The Walsall Agreed Syllabus requires that all pupils learn from Christianity in each Key Stage and in Key Stage 1 at least one other religion. As our aim is to support our children to live healthy, happy and purposeful lives, Religious Education at Whitehall supports pupils to know and begin to understand the range of religions that reflect the background of the majority of our pupils; predominately Christianity, Islam and Sikhism.

RE teaching and learning will be delivered through:

- focused RE lessons during the Creative Curriculum,
 - SMSC focuses in whole school and class assemblies,
 - children and visitors (including parents) sharing their religious beliefs and experiences,
- and is supported throughout by the ethos of the school.

As Whitehall is at the centre of a diverse community we seek to support the children in understanding the differences that faith might bring and how to live side by side with others who think differently to them but who share the same basic needs and desires. This is ultimately done by weaving SMSC through the curriculum and encouraging children to share their ideas about their faith, in an encouraging and non-judgemental environment. To support children who have a religious upbringing that might have values and 'rules of law' that potentially could conflict with English state law, children are taught through RE about those differences through balanced dialogue.

As many children attending Whitehall have English as an additional language our focused whole school approach of developing a rich and accurate vocabulary supports children in enabling them to coherently share their own experiences and beliefs and so develop a deeper understanding of themselves and others.

Aims and objectives

To encourage, all pupils to:

- develop an awareness of spiritual and moral issues in life experiences.
- develop a knowledge of all major world religions and develop an understanding of a range of religious traditions and to appreciate the cultural differences in today's world.
- be able to reflect on own experiences and to develop a personal approach to questions which may be posed.
- promote the rights of children to understand that they have the right to practise their religion and have their own say.
- respect other people's views and to celebrate the diversity in society and help children develop personal, moral and cultural values.
- share beliefs, ideas and knowledge using appropriate language, stories, drawings, photographs, artefacts and role play.
- observe, explore and ask questions about events, beliefs and religious artefacts.
- evaluate evidence and understand that people have the right to express different views and opinions, according to their own beliefs.

Religious Education and the National Curriculum

The National Curriculum states the legal requirement that: “Every state-funded school must offer a curriculum which is balanced and broadly based, and which: **promotes** the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and **prepares** pupils at the school for the opportunities, responsibilities and experiences of later life.”

The Focus of RE for KS1 enables children to develop their knowledge and understanding of religions and world views. They find out about simple examples of religion that are drawn from local, national and global contexts. They learn to use basic subject specific vocabulary. Children learn raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

We want them to develop a sense of wonder about the created world and to develop the skills to be able to share what is important to them in the world and in their faith by talking about and reflecting on their feelings and experiences. This is a major part of furthering their spiritual development.

Children in Years 1 and 2 will be taught RE through our creative curriculum when the learning objectives can be successfully and relevantly met. Otherwise it will be taught as a stand-alone lesson or via story based sessions. The curriculum in KS1 focuses on 3 attainment targets.

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come; Know about and understand religions and world views Express ideas and insights into religions and world views Gain and deploy the skills for learning from religions and world views	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;	C2. Find out about and respond with ideas to examples of cooperation between people who are different;
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	B3. Notice and respond sensitively to some similarities between different religions and world views.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Religious Education in the EYFS

RE is taught within the area of ‘Understanding the World’ mainly through the theme of ‘People and Communities’, though there are also elements within ‘The World’. In addition to this, religious values and understandings are also brought up by the children and consequently taught about in other areas of the Foundation Stage Profile such as Personal, Social and Emotional Development, Communication and Language, Literacy, Creative Development and even Physical Development.

Pupils will encounter religions and world views through special people, books, times, places and objects and by visiting places of worship.

In line with the DFE's 2013 EYFS Profile RE is delivered through planned, purposeful play and through a mix of adult led and child-initiated activities:

- **Autumn 1** Special people: Which people are special and why?
- **Autumn 2** Special stories: What stories are special and why?
- **Spring 1** Special places: What places are special and why?
- **Spring 2** Special times: What times are special and why?
- **Summer 1** Being special: Where do we belong?
- **Summer 2** Special World: What is special about our world and why?

SMSC and PHSE

RE provides children with the opportunity to reflect about different cultures and religions from around the world. We aim to develop an understanding and acceptance of different views and customs from across the globe. SMSC is at the heart of our school's ethos. This is achieved in RE through assemblies, visitors and celebrating different festivals as well as our cross curricular thematic lessons.

Pupils' Experiences

In Religious Education opportunities will be created for pupils to: visit a local place of worship in each year group. They will have the opportunity to listen and question visitors – from local faith communities (including parents). RE teaching and learning will allow children to use their senses to explore and develop their learning including having times of quiet reflection. Children will be encouraged to use art, design, music, dance and drama – to develop their creative talents and imagination. Children will have the opportunity to share their own belief – ideas and values, and talk about their feelings and experiences, whatever faith they have. Children will have the opportunity to begin to use ICT to find answers or information about religions and beliefs.

Religious Education and Inclusion

All children are given every opportunity to achieve their best. All pupils should have equal rights to access RE. When planning RE, teachers should create opportunities for differentiation and consider the needs of children with special education needs, children who have English as an additional language as well as children who are more able or less able. We take every opportunity to celebrate the cultural and religious diversity of our school's community. Religious education teaches children about the values of religions but does not enforce any religious beliefs upon them. We remind children they have the right to share their beliefs, practise their religions and to have a say.

Withdrawal

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.

Assessment for learning

Children demonstrate their ability in Religious Education in a variety of different ways. Teachers will assess children's learning by making informal judgments as they observe them during lessons. By asking frequent and directed questions, throughout the lessons, to assess their learning and immediately address any misconceptions. On completion of a piece of work, the teacher assesses the work and gives oral or written feedback, as necessary, to support the child in making progress. Pupils are also encouraged to make judgments about how they can improve their own work. A judgement is made by the class teacher with regard to the progress a child has made and this is recorded on a subject specific matrix. The subject leader looks at examples of children's work across the year groups and monitors

these against the expected attainment for the end of Key stage. Subject Matrixes are gathered in termly by Subject leaders to monitor progress of individual children within classes.

Resources

- Books about religions and faiths
- Religious artefacts
- Powerpoints, DVD, video and other visual/auditory materials, ICT programs and websites
- Visits to religious places
- Visitors

Monitoring

The coordination and planning of the Religious Education curriculum is the responsibility of the subject leader, who also:

- supports colleagues keeping informed about current developments in subject and by providing a strategic lead and direction for this subject;
- discusses progress with the head teacher and evaluates the strengths and weaknesses in their subject and highlighting areas for further improvement;
- arranges time to review evidence of the children's work;
- observes Religious Education lessons taught by class teacher in order to provide constructive feedback, highlighting positive areas and areas for improvement; directing colleagues to sources of support including in house good practise;
- Provide a termly summary to Governors.

This policy will be reviewed every three years.

Signed: Mrs K Bhasin

Date: October 2020