



Whitehall Nursery and Infant School

Religious Education Policy

Rationale

“All State Schools are required to make provision for a daily Act of Collective Worship and must teach Religious Education to pupils at every Key Stage”. The National Curriculum in England Framework Document, Section 2.3 (DfE 2015).

The teaching of British Values and Religious Education will help pupils to learn about, and learn from, religion. Children at Whitehall Infants will follow the school scheme set out in The Walsall SACRE Agreed Syllabus for RE 2021-2026. The Walsall Agreed Syllabus requires that all pupils learn from Christianity and in Key Stage 1 at least two other religions. 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 most of our pupils; predominately Christianity, Islam and Sikhism.

RE teaching and learning will be delivered through:

- focused RE lessons
- SMSC focuses in whole school and class assemblies
- Whole school Celebration days
- 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 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.

The aims of R.E

The curriculum for religious education aims to ensure that all pupils can:

<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, to find out about the meanings behind them;</p>	<p>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;</p>	<p>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;</p>
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<p>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</p>	<p>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p>	<p>C2. Find out about and respond with ideas to examples of cooperation between people who are different;</p>
<p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;</p>	<p>B3. Notice and respond sensitively to some similarities between different religions and world views.</p>	<p>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>

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."

Using the Walsall SACRE we focus in KS1 on enabling the children to develop their knowledge and understanding of religions and cultural traditions. 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 to be able to talk more accurately about their own faith and the faiths of others. Children learn to raise questions and begin to express their own views in response to the material they are learning and in response to questions directed to them about their ideas.

We want them to be able to see how their faith is similar to that of others and has similar teachings, moral expectations, festivals and celebrations and this in turn helps them to appreciate the cultural differences in Britain today. This then can develop into respect for other peoples' views and helps them to understand how they can celebrate the diversity in society without compromising their own faith or that of their family.

Alongside the faith aspect we also 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 discreet, stand-alone lessons or via story based sessions.

In reception, Following the EYFS profile:

ELG: People, Culture and Communities Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- **Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;**

Children in Reception will have regular sessions with progression drawn from the Walsall SACRE agreed syllabus. This will follow the model of Information, story and retrieval. Festivals and Cultural celebrations will be covered

through Understanding the World: People, Cultures and Communities. Reception will engage in Chinese new year dance workshop and have a visit to a local church to support their general understanding of Christianity.

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. Therefore, when planning RE, teachers 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 regarding the progress a child has made at the end of each unit 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
- Persona dolls
- PowerPoints, DVD, video and other visual/auditory materials, ICT programs and websites
- Visits to religious places
- NATRE membership & REtoday resources
- 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 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: September 2023