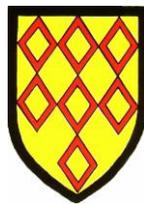


West Sussex Education Authority

Nyewood CE Infant School



Religious Education Policy

INTRODUCTION

Religious education is a legal entitlement for every pupil and forms part of the basic curriculum as set down in the 1998 Education Act. Its place in the curriculum is an acknowledgement of the fact that religious beliefs and practices play an important part in the lives of many people worldwide, and have done so throughout history. An understanding of religion can help children develop a better appreciation of themselves, the people around them and the world in which they live.

This is a Church Aided Infant School. Religious education is provided according to the 'Agreed Syllabus for Religious Education 2020-25'. This document is available in school.

SCHOOL ETHOS

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all pupils.

The motto, 'Smiling, caring and learning together on a journey with God.' Encapsulates that everybody, irrespective of race, gender, ability or any other characteristic, feels safe, valued, supported and encouraged to be the best they can be.

Our vision is that at Nyewood Church of England Infant School our children are **confident, happy and independent learners** who take an active role **together in God's world**.

AIMS AND OBJECTIVES OF RELIGIOUS EDUCATION

The school follows the aims and objectives set out in the West Sussex Agreed Syllabus and teaches Christianity through the Understanding Christianity framework.

The curriculum aims to ensure that all pupils:

- Know about and understand a range of religions and world views;
- Express ideas and insights about the nature, significance and impact of religions and world views;
- Gain and deploy the skills needed to engage purposefully with religions and world views through an enquiry-based approach;

As a consequence, all children will flourish in our changing world.

AIMS

To teach religious education so that children may:

- Describe and explain beliefs and practices, recognising the diversity which exists within and between communities.
- Identify, discuss, and respond to sources of wisdom found in religion and worldviews. Investigate the nature and diversity of religious practices, ways of life and ways of expressing meaning.
- Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth, expressing their own ideas and opinions.
- Draw conclusions about what enables different communities to live together respectfully for the well-being of all.
- Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives.

- Justify their own ideas about how beliefs, practices and forms of expression influence individuals and communities.
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.
- Appreciate and appraise varied dimensions of religion linking these to British values.

OBJECTIVES

Early Years

Pupils in the Early Years Foundation Stage (EYFS) should explore a variety of religious and worldviews by identifying special people, books, times, places, and objects, and (where appropriate) by visiting places of worship. Pupils should listen to, discuss, and ask questions about stories from a variety of sources, religions, and worldviews. Pupils can be introduced to subject specific vocabulary and use all their senses to explore beliefs, practices, and forms of expression. Pupils should be encouraged to ask questions and reflect on their own feelings and experiences. Pupils should use their imagination and curiosity to develop their appreciation for the world in which they live.

Key Stage 1

RE is a statutory subject of the school curriculum of maintained schools. RE offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural development.

During Key Stage One (KS1) pupils should be taught the knowledge and skills in order to understand:

- Christianity;
- At least one other principal religion.

During KS1 study pupils learn about the key characteristics of the religions and worldviews studied and their significance and impact in Britain. Pupils should be able to communicate their understanding using specific vocabulary, apply their learning, ask questions, and share their own ideas.

The following themes will be explored through the planned RE curriculum:

- Core Beliefs, Ideas and Symbols;
- Expression of Faith;
- Identity – Daily Life;
- Social Action – Putting Beliefs into Action;
- Ask 'Big Questions' and Make Connections.

Pupils should have the opportunity to think about 'big questions' about meaning, purpose and truth, identity, similarities, and differences between the religions studied, their own lives and the world around them.

CURRICULUM

Religious education actively promotes the values of truth, justice, respect for all and care of the environment. It places specific emphasis on:

- Pupils valuing themselves and others;
- The role of family and the community in religious belief and activity;
- The celebration of diversity in society through understanding similarities and differences;
- Sustainable development of the earth and care for creation.

Pupils will learn about Christianity as the main religious tradition in this country, using Understanding Christianity, but also about the teaching and practices of some of the other principal world religions represented in the country.

Religious Education is taught through a combination of classroom learning and learning linked to collective worship. This work is co-ordinated to ensure the highest quality of learning experiences for the pupils and to cover the requirements of the West Sussex Agreed Syllabus 2020-25.

The curriculum is planned to deliver RE through a combination of methods:

- (i) Religious education is taught mainly through weekly lessons. The curriculum overview and curriculum progression map has been reviewed and is based on using key questions as the drivers for the themes which are taken from Understanding Christianity. In KS1 children are also taught about Judaism through The Emmanuel Project.
- (ii) The opportunity is taken to deliver identified areas of RE through collective worship. The work is carefully planned and followed up in class when appropriate.
- (iii) Separately identified RE is found at different times of the year covering Harvest, Advent, Christmas, Lent and Easter. Further details can be found in the collective worship planners, curriculum overview and Understanding Christianity resource.

Curriculum Time

The School gives at least 5% of curriculum time to religious education in line with the recommendations of the West Sussex Agreed Syllabus. It is anticipated that the actual amount of time given each week will vary, depending on what is being taught.

ASSESSMENT, RECORDING AND REPORTING

Assessment in RE forms an integral part of teaching and learning and is not a 'bolt on' activity completed at the end of a topic. It is not possible or appropriate to assess all aspects of pupils' work in RE. It is inappropriate to make judgments about pupils' personal beliefs, opinions and reflections. It is however possible to assess progress in the development of knowledge, understanding and skills. Assessment enables teachers to gather information about pupil learning and progress. Class teachers assess children against the learning outcomes for lessons and this informs future planning.

Teachers use a variety of means of assessing pupils' work in line with the whole school assessment policy and the requirements of the Agreed Syllabus. This will include:

- The regular reviewing of pupils' work;
- Observing the work of groups and individuals and recording the outcomes;
- Appropriate feedback;
- Assessment against a unit of learning.

Pupils' achievement in religious education is reported in the annual report to parents. Teachers must ensure copies of assessments are available for the curriculum leader at the end of each unit of work.

EQUAL OPPORTUNITIES

The school Equality and Diversity Statement & Policy is used throughout the curriculum and must be adhered to at all times. In addition, it is important in religious education to ensure the work being covered is appropriate to pupils who come from any religious background or none.

PROMOTING PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (See separate policy for details)

Religious education provides opportunities for:

Spiritual Development

***I have come in order that they might have life – life in all its fullness: John 10:10
For where two or three gather in my name, there am I with them: Matthew 18:20***

Spiritual development is about supporting children to know who they are, to develop a sense of identity and self-worth, to recognise their own inner selves and to reflect on their beliefs, values and feelings. Spiritual development goes beyond what the pupil knows, understands and can do to who the pupil is and what they are becoming.

Moral Development

***And what does the Lord require of you?
To act justly, to love mercy and to walk humbly with your God. Micah 6:8***

Moral development is about helping pupils understand the balance between rights and responsibilities, the importance of valuing others and their property, and the benefits of working together for the common good, whilst understanding moral dilemmas and recognising the reality of moral conflict.

Social Development

For just as each of us has one body with many members, and these members do not all have the same function, so in Christ we, though many, form one body, and each member belongs to all the others. Romans 12:4-5

Social development is about living successfully in community. Pupils will acquire an understanding of being members of families and communities (local, national and global) and an ability to relate to others and to work with others for a common good.

For Christians, community and relationships underpin life. For our pupils it is about seeing themselves making a contribution to the communities to which they belong. Developing the skills and capacity to collaborate and support each other.

Cultural Development

How good and pleasant it is when God's people live together in unity! Psalm 133:1

I appeal to you, brothers and sisters, in the name of our Lord Jesus Christ, that all of you agree with one another in what you say and that there be no divisions among you, but that you be perfectly united in mind and thought. 1 Corinthians 1:10

Cultural development is concerned with fostering pupils' awareness and understanding in a range of beliefs, practices and values, firstly, within their own society and secondly, in the wider world. Pupils explore within and between faiths, developing their understanding of the cultural contexts within which they live. Children therefore build a capacity to appreciate the elements that have had an influence and shaped their lives but also to be able to be open to people from different backgrounds and find ways to celebrate their life stories.

INCLUSION

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. Teachers must plan religious education to ensure that it meets the specific needs of individuals and groups of pupils. Teachers must provide effective learning opportunities for all pupils and relevant and appropriately challenging work at each stage of development. In planning and teaching religious education teachers are required to have due regard to the following principles:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs.

A minority of pupils will have particular learning and assessment requirements which, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special education or additional need, or may be linked to a pupils' progress in learning English as an additional language. Teachers must take account of these requirements and make planned, appropriate provision where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities.

Pupils for whom English is an additional language, teachers' planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. The ability of pupils for whom English is an additional language to take part in religious education may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part.

LEADERSHIP AND MANGEMENT

The day-to-day support for religious education is provided by the RE Lead who is responsible to the headteacher for:

- Devising and maintaining the long term plan ensuring Understanding Christianity is being Taught;
- Supporting teachers in developing the enquiry approach in their medium term planning;
- Supporting teachers in developing their lesson plans;
- Attending relevant in-service courses to keep up-to-date in religious education;
- Provide CPD for staffs and INSET training as appropriate;
- Managing the resources for religious education;
- Producing and setting out the priorities for religious education;
- Co-ordinating the links with the local churches;
- Conducting an annual review of RE.

WITHDRAWAL

When parents request that their child be withdrawn from religious education, parents meet with the headteacher to clarify the beliefs and practices that they wish their child to be excluded from. Because of the need to assure their safety, pupils, when withdrawn, complete other work as appropriate either in their own classroom or other area as appropriate to the organisation and siting of the lesson.