



## **Netherton Infant and Nursery School** **Policy for Religious Education**

### **Purpose of RE**

Our vision for RE is based on the national guidance issued by the RE Council in 2013 and the local agreed syllabus, 2019.

Our world is enriched by a wide and profound diversity of cultures and beliefs. Human beings are strengthened and empowered by learning from each other. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context. Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE pupils discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views.

Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

## **RE curriculum**

The RE curriculum is based on the Local Agreed Syllabus Kirklees produced by SACRE for teaching from September 2019

The aims of RE in our school reflect the three aims of the syllabus for pupils:

A. To investigate the beliefs and practices of religions and other world views, including:

- Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders;
- Worship and Spirituality: how individuals and communities express belief, commitment and emotion.

B. To investigate how religions and other world views address questions of meaning, purpose and value, including:

- The nature of religion and belief and its key concepts;
- Ultimate Questions of belonging, meaning, purpose and truth.

C. To investigate how religions and other world views influence morality, identity and diversity, including:

- Moral decisions: teachings of religions and other world views on moral and ethical questions; evaluation, reflection and critical responses;
- Identity and Diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.

At Key Stage 1, teaching and learning is focused around Christianity and Islam, alongside understanding of non-religious approaches to life. RE also recognises that there is wide diversity within faiths and in our local community.

The knowledge entitlement for pupils has been based on the detailed subject content tables in the Kirklees agreed syllabus. To support delivery of informed and interesting RE, teaching is based on a sequence of units of work. Representing a progression of learning in the areas of study.

To support delivery of the syllabus, we plan our lessons around the units of work provided to support it.

	Nursery	Reception	Year one	Year 2
Autumn 1	F1 Where do we live? Who lives there? (Family Home)	F1 Where do we live? Who lives there? (School and clubs) Chatter boxes done first few weeks	1.2 How do we celebrate special events? (Birthdays, weddings, harvest, sukkot)	2.3 How and why do people pray? (Different prayers plus harvest)
Autumn 2	F2 How are special times celebrated? (Christmas and nativity story)	F2 How are special times celebrated? (Diwali/ Christmas and nativity story)	1.1 Which books and stories are special? (Bible, Quran, Christmas story)	2.1 How is new life welcomed? (Christenings & Adhan plus Christmas story new life)
Spring 1		F1 Where do we live? Who lives there? (Christians in church, Muslims in mosque)	1.3 What does it mean to belong to a Church or a Mosque? (School, Church, Mosque)	2.5 What did Jesus teach and how did he live?
Spring 2	F4 What can we see in our wonderful world? (New life and Easter focus)	F4 What can we see in our wonderful world? (Spring changes, new life link with Easter story and Jesus reborn)	Easter 1.4 How and why do we care for others? (Start it and request photos for next term)	2.5 cont. What did Jesus teach and how did he live? (Easter)
Summer 1		F5 Who and what are special to us? (Christian and Muslim focus on Jesus and Mohammed)	1.4 How and why do we care for others?	2.2 How can we make good choices?
Summer 2	F5 Who and what are special to us? (Linking back to F1 who is special to us and how we look after them)	F3 What makes a good helper? (Friendship tree and ways to help at home and school religious helping stories)	1.5 Who brought messages about God and what did they say?	2.4 How can we look after our planet?

## Achievement and Progress

We assess progress of pupils against the end of key stage statements in the syllabus. Schools are required to report on progress in RE in line with the core principles of assessment outlined by the DfE. We will report to parents on individual pupils' achievement relative to the end of key stage statements in Years 2 or when a pupil leaves school.

## RE lessons

RE is timetabled so that pupils are provided with one hour of RE each week. Lessons will be delivered usually on a weekly basis but may sometimes be taught in a block. Lessons are normally taught by a qualified teacher covering PPA. The school has an RE coordinator who supports and monitors the subject.

## The place of RE in our school

As part of enriching pupils' experiences, we use a wide variety of resources and online videos. Children's own first hand experiences of celebrations and festivals are also incorporated into the curriculum.

RE contributes to oracy and literacy through the opportunity for discussion of views and beliefs. Children have the right to give their opinion and for adults to listen and take it seriously.

RE makes a substantial contribution to pupils' SMSC development by, for example, the recognition and developing understanding of other religions and respecting the views of others. Children have the right to practice their own culture, language and religion.

The subject links to PSHE education by learning to understand others through sharing their cultural and religious practises and experiences.

RE supports our commitment to equality through recognising the right to choose your own religion and beliefs.

We value the support given to RE through links with the local and wider community, such as assemblies led by the local minister.

### **Withdrawal from RE**

Parents have a statutory right to withdraw a child from religious education. If a parent is considering withdrawal from RE we will listen to their concerns, inviting them to do so with the head teacher or other representative of the school. We work hard to ensure that any reservations or doubts may be accommodated to avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. Any formal decision to withdraw should be made in writing to the head teacher. The school will arrange for appropriate arrangements to be made to supervise the pupil in school during RE lessons.

### **Enquiries and questions**

The school welcomes enquiries or questions about RE. In the first instance parents should contact their child's class teacher.

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