



**LEARNING TOGETHER SUCCESS FOREVER**

## **RELIGIOUS EDUCATION POLICY**

## **MANOR PARK INFANT SCHOOL'S VALUES and RELIGIOUS EDUCATION POLICY**

This new RE Syllabus for Nottingham City and Nottinghamshire pupils establishes what shall be taught in RE in Nottingham City and Nottinghamshire schools providing teachers with practical support and guidance about how to teach RE effectively.

The 2021 Nottingham City and Nottinghamshire RE Agreed Syllabus follows the structure of the DfE's National Curriculum (2013), so that RE has subject documentation which parallels the subjects of the National Curriculum. RE is described in terms of purpose, aims and programs of study for each age group. The Agreed Syllabus also takes the opportunity to give clear guidance on RE in the early years and RE for students aged 14-19. As RE is a core subject of the curriculum for all pupils we have followed the ways in which English, mathematics and science are described in the National Curriculum, including examples, and notes for key stages 1-3.

In describing progression in RE, the syllabus pictures how pupils will develop increasing understanding of wide areas of RE subject knowledge, and also how pupils can develop religious literacy, including the skills of:

- Investigating religions and worldviews through varied experiences and disciplines;
- reflecting on and expressing their own ideas and the ideas of others with increasing creativity and clarity;
- becoming increasingly able to be reasonable in their responses to religions and worldviews.

Agreed Syllabus for RE in Nottinghamshire 2021-2026 p. 5

### **AIMS**

Our aim is to ensure that all children will: -

- 'know about and understand a range of religions and world views'
- 'express ideas and insights of their own into the significant human questions which religions address' whilst
- 'gaining and deploying skills to engage seriously with religions and worldviews'

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Further aims in RE are:

- To stimulate and maintain pupils' curiosity, interest and enjoyment in RE.
- To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- To develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of some of the main religions represented in the UK.
- To develop positive attitudes of respect towards other people who hold different views and beliefs, and towards living in a society of diverse religions.
- To enhance children's spiritual, moral, social and cultural development by:-
  - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.

- responding to such questions with reference to the teachings and practices of religions, relating them to their own understanding and experience.
- reflecting on their own beliefs, values and experiences in the light of their work.

We will achieve these aims by using the program of study, and the 3 areas of learning:-

1. Know about and understand a range of religions and world views
2. Express ideas and insights about the nature, significance and impact of religions and world views
3. Gain and deploy skills needed to engage seriously with religions and world views.

There are strong connections between the programs of study and British Values, Global learning, Community Cohesion, Respect for all, SEAL and SMSC and the implementation of these three areas of learning will greatly enhance the development of these within the primary curriculum.

## **LEGAL REQUIREMENTS OF THE AGREED SYLLABUS for RE**

### **Curriculum Time**

In order to deliver the aims and expected standards of the syllabus a minimum of 5% curriculum time is strongly recommended. In practice, this means that the following is allocated to the teaching of RE: -

Reception and Key Stage 1: 36 hours of tuition per year. (equivalent to 50 min a week)  
(Agreed Syllabus p. 14)

A flexible approach can often be good practice, and RE can be in 'blocks', or RE themed weeks can be used.

There is a common frontier between RE and some other subjects, such as Literacy, History, Citizenship and PSHE. However, when creative cross curricular planning is used, it must be ensured that RE objectives are clearly taught.

### **Religions and Beliefs to be Studied - minimum requirements**

**4-5s Reception:** Developing a growing sense of child's awareness of self, their community and place within this, children will encounter Christianity and other faiths found in the classroom, simply.

**5-7s KS1:** A minimum of 2 religions are to be studied - Christianity and the recommended Judaism.

### **Request for Children to be Withdrawn**

It is recognised that parents have the right to request that their children be withdrawn from Religious Education lessons - in its entirety or in part. To make such a request, they need to formally write to the head teacher.

The right of any member of staff to withdraw from the teaching of RE is recognised and respected.

### **Assessment and Reporting**

Assessment will be on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks and informal summative assessment. Teacher will assess at the end of each planning document to show which children are expected, working towards or above expected in each area of their R.E Learning.

Reporting to parents occurs annually with a written report and also through parents' consultations.

For teacher information there is 'Progress Steps in RE' - p. 21 of the Agreed Syllabus.

## **TEACHING and LEARNING METHODS**

Through an enquiry-based approach, children will be encouraged to raise questions involving Religious Education. In answering these questions, children will encounter a variety of creative and enjoyable learning activities, which will enable children to develop their thinking skills ability. Examples are role play and drama techniques, theatrical effects, art and design, use of religious artefacts, photos, visitors, educational visits, festival days/afternoons, various thinking skills activities, discussions, debates and investigative stories.

### **E Learning**

ICT will play an integral part in learning in RE. Children and teachers will use a variety of approaches to ensure that learning is effective. Lessons may be taught using smart notebooks and hyperlinks to websites on the interactive whiteboard and on the computers and laptops. Children will use ICT for research, investigations and presentation of their work.

### **Resources**

- Religious artefacts
- Photos
- Smart notebooks, videos and other auditory materials
- Visits to religious places (Churches, Synagogues)
- Visitors

### **Health and Safety**









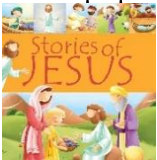










Health and safety regulations for class based lessons apply as for other subjects. For outdoor or off-site activities please refer to Outdoor Visits Policy.

## **ORGANISATION**

Please refer to the Long Term Curriculum plan for RE.

## ROLE OF CO-ORDINATOR

- To have responsibility for securing high standards of teaching and learning in the subject and evaluate their effectiveness.
- To ensure that practices improve the quality of RE education throughout the school and raise standards of achievement.
- To inform future priorities and targets for the subject.
- To monitor, review and evaluate the quality and effectiveness of learning in RE.
- To support colleagues, identifying developments within their CPD as well as the co-ordinator's own CPD.
- To discuss with the Governor with responsibility for RE the progress of the policy through the school.

RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Which people are special and why? Belonging: who are we and how do we belong?</p> 	<p>What times are special and why? Which stories are special and why?</p>  <p>Diwali, Hanukkah and Christmas</p>	<p>What stories are special and why?</p>  <p>Chinese New Year</p>	<p>What times are special and why? What stories are special and why?</p>  <p>Eid and Easter</p>	<p>Our wonderful world: How can we care for living things and the Earth?</p> 	<p>Our wonderful world: How can we care for living things and the Earth? What places are special and why?</p> 
Year 1	<p>Myself and caring for others. How do we show we care for others? Why does it matter?</p> 	<p>Celebrations and Festivals Who celebrates what and why?</p>  <p>Diwali, Hanukkah and Christmas</p>	<p>Belief and teachings – Stories of Jesus What can we learn from them? How do religious stories make a difference to people's lives?</p>  <p>Chinese New Year</p>	<p>Celebrations and Festivals Who celebrates what and why?</p>  <p>Eid and Easter</p>	<p>Symbols in religious worship and practice. In what ways are churches and synagogues important to believers.</p> <div> <p>Churches</p>  </div> <div> <p>Synagogues</p>  </div>	
Year 2	<p>Belonging: What is it like to belong to a Christian religion in Nottingham?</p> 	<p>Celebrations and Festivals Who celebrates what and why?</p>  <p>Diwali, Hanukkah and Christmas</p>	<p>What do Jewish people believe about God, creation, humanity and the natural world?</p>  <p>Chinese New Year</p>	<p>Jewish and Christian stories</p>  <p>Celebrations and Festivals Who celebrates what and why?</p>  <p>Eid and Easter</p>	<p>What makes some people inspiring to others?</p> <p>Pentecost</p> <div> <p>Inspiring leaders</p>  </div> <div> <p>Present day inspiring leaders</p>  </div>	