Tibshelf Infant & Nursery School

Religious Education Policy

Last updated: September 2022

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Statement of Intent

In partnership with parents, the whole school will deliver excellence in Religious Education teaching across school. Quality RE certainly contributes to children being successful people who can participate positively in society.

Religious education contributes dynamically to children's education 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. Tibshelf Infant & Nursery School's curriculum encompasses spiritual, moral, social and cultural development, in accordance with the locally-agreed syllabus of Derbyshire and Derby City.

Children learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to question inspired enquiries.

Children investigate and reflect on some of the most fundamental questions asked by people. We develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life. We enable children to develop a sound knowledge of Christianity and other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

The aims of religious education are to help children:

- To engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.
- To weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Think for themselves and express their views.
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- Explore questions and answers arising from religion and belief.
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- Develop an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.
- Gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.

"RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living."

1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 80
- The Education Act 1996 Schedule 31
- The School Standards and Framework Act 1998, schedule 19
- Derbyshire and Derby City Agreed Syllabus for RE, 2020 - 2025

1.2. This policy has been created with regard to the following DfE guidance:

- DfE (2010) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

2.1. The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across the phase.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT) as appropriate.

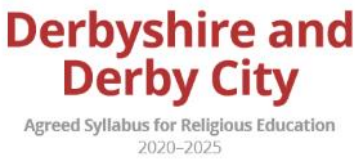
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.

2.2. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.

3. Curriculum

3.1. Tibshelf Infant & Nursery School adheres to the locally-agreed syllabus of Derbyshire and Derby City 2020 - 2025.



3.2. RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.

3.3. The school will make provisions to account for parents' right to withdraw their child from RE lessons (note lessons do not induct

children into a faith and a discussion with parents is encouraged).

3.4. All pupils will have a high quality, coherent and progressive experience of RE.

3.5. The school will decide the attitudes and skills they wish to emphasise across a school year or key stage, which meets the needs of the pupils.

3.6. The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum. The aims include:

The threefold aim of RE elaborates the principal aim in the statement of intent.

Know about and understand a range of religions and worldviews, so that they can:

• describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals

• identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews

• appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can**:**

• explain reasonably their 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, including ethical issues

• appreciate and appraise varied dimensions of religion.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

• find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively

• enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all

• articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

3.7. Good practice for the curriculum include aspects of cultural capital such as:

- Exploring controversial issues in the modern world.
- Working with Derby Open Centre or other providers for authentic experiences.
- Learning outside the classroom by participating in educational visits
- Introducing themed days and assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.

4. Teaching and learning

4.1. The RE curriculum is delivered at least once a week. However, it can be 'blocked' into a longer period of consecutive enquiry. Lessons, RE Theme days and complementary visits must legally amount to 45 hours of RE per year. This is distinct from collective worship and assembly.

4.2. Whilst there is a common frontier between RE and PSHE, the legal time is for the clearly identifiable teaching of RE. Worldviews are also explored in such a way as to ensure children develop mutual respect and tolerance of those with different faiths and beliefs linking to British Values.

4.3. Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain, focusing on Christians, Muslims, Hindus and Jewish people. Note this is a minimum requirement and teachers can go beyond, especially considering the children and families we serve at any one point in time.

4.4. Teachers refer to Christians rather than Christianity and Hindus rather than Hinduism to reflect that RE starts with encounters with living faiths and the diversity within and between people of the same and different religions.

4.5. Classroom teachers encourage pupils to discuss topics covered in RE, orally with their peers and as a whole class. Three aspects – **Believing, Expressing and Living** – are the strands throughout with key questions to engage the children.

4.6. To improve understanding of the topic, a variety of methods of teaching is deployed including story, 'talking tubs', discussion, drama, art, writing, labelling, child and adult initiated activities and more. Teachers engage children through stimuli, participation, making connections and providing encounters.

5. Planning for progression

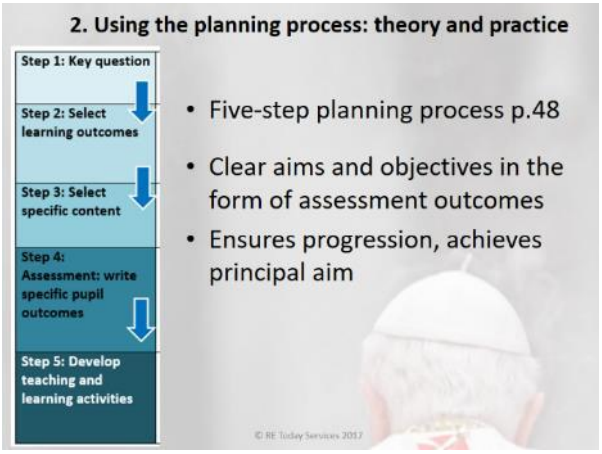
5.1. All lessons will have clear learning intentions within a main enquiry question – Big Ideas - which are shared and reviewed with pupils. Systematic units often come first focusing on one religion before thematic learning which can draw on the systematic units, several religions. This develops comparisons and enables children to reference prior learning before building on it further.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	F5: Where do we belong?	F4 Which times are special and why?	F6. What is special about our world?	F2 Which people are special and why?	F3 Which places are special and why?	F1 What stories are special and why?
	Christians, Hindus, Muslims	Christians, Hindus and Jewish people	Christians, Muslims and Jewish people	Christians, Muslims and Jewish people	Christians and Muslims	Christians, Hindus and Muslims
Year 1	1.1 Who is a Christian and what do they believe? (part 1)	1.6 How and why do we celebrate special and sacred times? (Part 1)	1.2 Who is a Muslim and what do they believe? (part 1)	1.7 What does it mean to belong to a faith community?	1.5 What makes some places sacred? *This could be an RE week or fit into a cross curricular unit of study.*	
	Christians	Christians, Muslims or Jewish people	Muslims	Christians, Muslims, Jewish people	Christians, Muslims and/or Jewish people	
Year 2	1.3 Who is Jewish and what do they believe?	1.6 How and why do we celebrate special and sacred times? (Part 2)	1.2 Who is a Muslim and what do they believe? (part 2)	1.1 Who is a Christian and what do they believe? (part 2)	1.4 How can we learn from sacred books?	1.8 How should we care for others and the world, and why does it matter?
	Jewish people	Christians, Muslims or Jewish people	Muslims	Christians	Christians, Muslims and Jewish people	Christians and Jewish people
Year 3	L2.7 What does it mean to be a Christian in Britain today? (part 1)	L2.8 What does it mean to be a Hindu in Britain today? (part 1)	L2.2 Why is the Bible so important for Christians today?	L2.5 Why are festivals important to religious communities? *Easter focus possibly an RE week*	L2.1 What do different people believe about God? *Christian focus and either or both Hindus and Muslims*	L2.4 Why do people pray?
	Christians	Hindus	Christians	Christians and Hindus/Jewish people/Muslims	Hindus, Christians, Muslims	Christians, Hindus or Muslims

Year 4	L2.8 What does it mean to be a Hindu in Britain today? (part 2)	L2.7 What does it mean to be a Christian in Britain today? (Part 2)	L2.5 Why are festivals important to religious communities? *Eid focus possibly an RE week*	L2.3 Why is Jesus inspiring to some people?	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?
	Hindus	Christians	Christians and Hindus/Jewish people/Muslims	Christians	Christians, Jewish people, non-religious people (Humanist)	Christians, Hindus and/or Jewish people
Year 5	U2.1 Why do some people think God exists?	U2.6 What does it mean to be a Muslim in Britain today? (part 1)	U2.7 What matters most to Christians and Humanists?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.4 If God is everywhere, why go to a place of worship? *Possible RE week or fortnight with a focus on a visit to the church and the mandir*	
	Christians, non-religious (Humanists)	Muslims	Christians and non-religious (Humanists)	Christians	Christians, Hindus and Jewish people	
Year 6	U2.6 What does it mean to be a Muslim in Britain today? (part 2)	U2.8 What difference does it make to believe in Ahimsa, Grace and/or Ummah?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? *Please note this unit allows for some whole class or project work that recalls past study*		U2.3 What do religions say to us when life gets hard? *Please note this unit allows for some whole class or project work that recalls past study about being Christian, Hindu etc*	
	Muslims	Christians, Muslims and Hindus (recap)	Christians, Muslims and non-religious (Humanists)		Christians, Hindus and non-religious responses	

5.2. Planning for RE comprises of long-term, medium-term and short-term planning which will be carried out by the relevant member of staff, e.g. the classroom teacher. Tibshelf Infant & Nursery School uses the agreed syllabus unit plans which teachers may highlight or annotate as their short term planning.

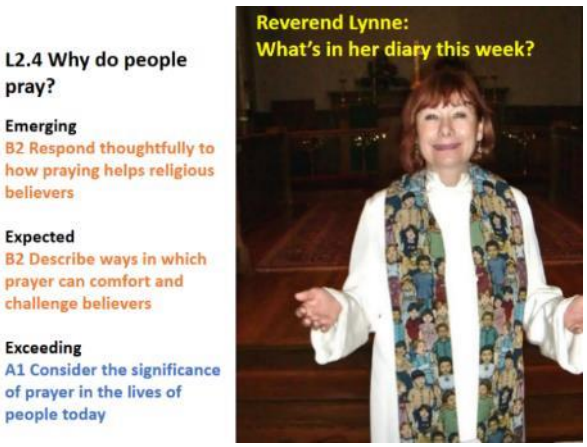
5.3. Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher and monitored by the subject leader.



5.4. The subject leader is responsible for reviewing and updating long-term and medium-term plans as required, and communicating these to teachers prior to the start of a new term.

5.5. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught. Each enquiry starts with a question and has outcomes – emerging, expected, exceeding.

5.6. Medium-term plans identify the main learning intentions of RE, learning activities and differentiation. This information will be shared with the subject leader to ensure there is a visible progression between years.



L2.9 What can we learn from religions about deciding what is right and wrong?

Expected

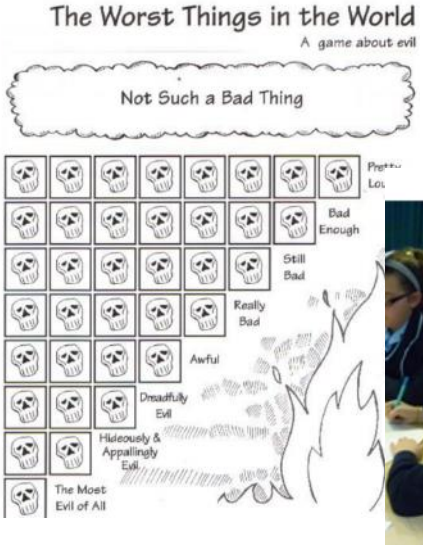
Discuss their own and others ideas about how people decide right and wrong (C3)

U2.7 What matters most to Christians & Humanists?

Expected

B3 Describe some Humanist and Christian values simply

C3 Express their own ideas about some big moral concepts such as fairness, honesty etc, comparing them with the ideas of others they have studied



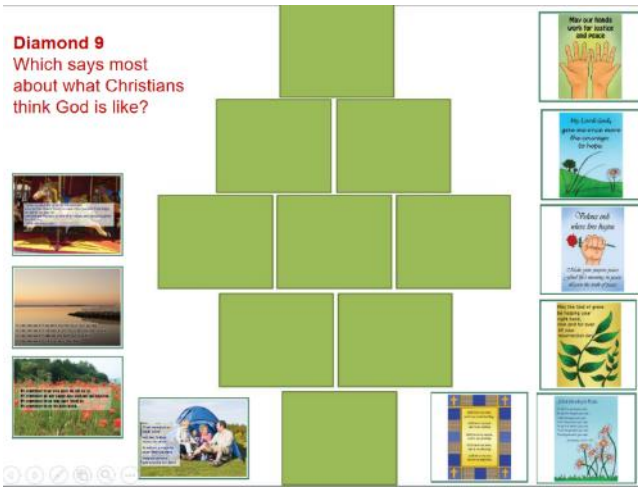
Silent debate

- Black pens - comments
- Blue pens - questions
- Red pens - challenge comments
- Green pens - qualify comments

Writing Frames

6. Assessment and reporting

6.1. Teachers must be clear about what children need to know as stated on the unit / enquiry plans. Children have several opportunities to show their understanding during enquiries – oral, written or other. Feedback, possibly with next steps, is issued during the enquiry.



6.2. Formative assessment will be carried out routinely

throughout the year; assessment will be carried out at the conclusion of each topic to measure pupils' development throughout each enquiry.

6.3. The results from formative assessments will be used to inform teachers' lesson plans. Assessment for Learning is encouraged during lessons.

6.4. Summative assessment will be carried out at the enquiry. Teachers will use the results to assess pupils' overall achievement for each enquiry.

6.5. Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on pupils' attitudes towards RE and understanding of the key concepts.

7. Resources

7.1. The subject leader is responsible for the management and maintenance of resources, as well as for liaising with the school business assistants to purchase further resources.

7.2. Resources include: RE Today NATRE books and Primary Scheme of Work.

- RE Ideas – various books, Opening up RE – various books, Exploring Re- various books, Developing RE – various.
- Inspiring RE books I to 8
- 101 Great ideas
- Being a… group sets
- Artefacts boxed in religion specific sets
- Big, big questions – Music Pack Fischy Music
- Share a Story Flash books of faith stories
- Say Hello To… 6 flashbooks introducing faiths to 6-11
- What Happens in…? Six cutaway images of places of worship
- RE and British Values – 30 classroom ideas
- Religion Road – Bitesize BBC Films 90 seconds long.14 films based on a road. A Humanist, Christian, Jew, Muslim and others meet up in the park. Cartoon style film.
- 'Religions of the World': links from the NATRE website (10 programmes BBC KS1 stories complemented My Life, My Religion for KS2)

- The school library contains an array of resources to support pupils' learning and wider reading.

8. Equal opportunities

8.1. All pupils will have equal access to the RE curriculum.

8.2. Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

8.3. When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted / differentiated to meet the pupil's needs.

8.4. Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

9. Monitoring and review

9.1. This policy will be monitored and reviewed on an annual basis by the subject leader and governors through the subject leader report to governors.

9.2. The scheduled review date for this policy is September 2023.

9.3. The subject leader will review the teaching of RE in the school, ensuring that taught content adheres to the locally-agreed syllabus of the.

9.4. Any changes to the locally-agreed syllabus will be communicated to the headteacher.

9.5. Any changes to this policy will be communicated to all teaching staff.

'Tibshelf Infant & Nursery School is committed to all aspects of safeguarding and promoting the welfare of children and young people, and expects all staff and volunteers to share this commitment.'

Approved: April 2020
To be reviewed: April 2025