

# **Dimple Well Infant School and Nursery**



## **Religious Education Policy**

Approved by Governors

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## **Introduction**

Dimple Well Infant school and Nursery believe that a high quality Religious Education will help our children to develop their knowledge and understanding of the key religions of the UK and learn to respect the right of people to hold diverse beliefs. We aim to inspire children's curiosity to find out more about what people believe and to help them develop positive attitudes of respect and understanding towards other people. We use RE to encourage our children to develop an appreciation of the world in which they live and to reflect upon their responsibility towards it. RE also provides us with opportunities to enhance children's spiritual, moral, social and cultural development.

### **1. The Purposes of RE**

The following are taken from the Wakefield Agreed Syllabus (2018-2023):

- 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 they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, 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 our society, with its diverse religions and worldviews.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

### **2. The Aims of RE**

Our Principal Aim for Teaching RE:

RE explores people's beliefs and asks questions about life. It helps children understand the differences and similarities between people and how they live, based on their beliefs. Through RE children learn to reflect and respond to their own ideas.

## **The Curriculum for RE aims to ensure that all pupils:**

### **1. 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.

### **2. 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.

### **3. 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. The Legal Requirement**

### **RE is for all pupils:**

- RE must be provided for all registered pupils in state funded schools in England, unless withdrawn by their parents. It is a necessary part of a 'broad and balanced curriculum'.
- This requirement does not apply for children below compulsory school age.

### **RE is locally determined, not nationally:**

- A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus conference for adoption by a local authority.
- Religious Education is compulsory in faith and non-faith academies, as set out in their funding agreements and we will follow the Agreed Syllabus for Wakefield 2018-2023.

### **RE is multi-faith:**

- The RE curriculum reflects the fact that the religious traditions in Great Britain are in the main, Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.
- As education policy changes, the legal requirement for RE for all registered pupils remains unchanged. RE is an entitlement for all pupils, unless as parents you wish to withdraw your child from some or all of the RE curriculum.

### **Right of withdrawal:**

This was first granted when RE was actually religious instruction and carried with it connotations of induction into the Christian faith. RE is very different now- open, broad, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is our school's aim to ensure that the aims and values of RE are understood before honouring this right.

### **4. The Wakefield Agreed Syllabus:**

This agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism.

The minimum requirements for teaching RE in our school will be as follows:

**Foundation Stage** : Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

**Key Stage 1**: Christian people and Muslim people.

### **5. Time for RE**

RE is a core subject of the curriculum for all pupils. In order to deliver the aims and expected standards of the syllabus effectively, 36 hours of RE is provided for both Reception and Key Stage 1. RE is delivered weekly, through clearly identifiable slots

on the timetable and is also supplemented by collective worship and special assemblies taking place throughout the year.

## **6. Planning and Teaching**

### **Early Years Foundation Stage**

Children in EYFS will encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They will listen to and talk about stories. Children will be introduced to subject specific words and use all of their senses to explore beliefs, practices and forms of expression. They will be given opportunities to ask questions and reflect on their own feelings and experiences. They will use their imagination and curiosity to develop their appreciation and wonder at the world in which they live. These cross curricular links are closely monitored within the Early Years Foundation Stage Development Matters 2021 non statutory framework.

### **Key Stage 1**

Pupils will develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will use basic subject specific vocabulary and will be encouraged to raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

The teaching and learning of RE will enable pupils to:

A - Know about and understand a range of religions and worldviews.

B - Express ideas and insights about the nature, significance and impact of religions and worldviews.

C - Gain and deploy the skills needed to engage seriously with religions and worldviews.

## **7. Cross Curricular Learning**

In the teaching of RE we aim to include cross curricular links whenever possible in order to provide opportunities for deeper learning. This is to help enable children to transfer their learning between curriculum areas and to apply their literacy and mathematics skills in a wider range of contexts.

## **8. Assessment Achievement and Attainment**

By the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Pupil's achievements will be assessed using the criteria within the programme of study. Assessment requires teachers to know what individual pupils know and can do. The learning outcomes on each key question will be used to devise appropriate learning

activities which will enable pupils to secure their understanding and skills. The progress of all pupils will be tracked using the end of unit assessments and their achievements will be measured against the 'emerging, expected and exceeding' outcomes for each key question taught.

### **9. Monitoring and Reviewing**

Planning is monitored by the RE coordinator alongside review of children's completed work. Feedback is given to raise standards in planning and teaching, linked to the key issues identified through monitoring.

### **10. Reporting to Parents**

Pupil's attainment and progress in RE is reported to parents in the annual school report.

### **11. SEN and Inclusion for All**

Dimple well Infant School follows the schools practices and procedures in line with the SEND policy and inclusion policy to ensure equality and inclusion of all children. The school aims to ensure equal access to the National and Early Years Foundation Stage Curriculum irrespective of ethnic or cultural origin, gender and physical or mental ability. This is in line with the Equality Act 2010, Human Rights Act 1998 and the Educational Needs & Disability Regulations Act 2014.

### **12. How RE promotes Spiritual, Moral, Social and Cultural Development**

The RE curriculum promotes a sense of enjoyment in the children's own creative and imaginative abilities and reflects the schools Social, Moral, Spiritual and Cultural policy.

### **13. Resources**

Resources are located in a central store and are provided for all religions taught within our scheme of work. A yearly NATRE membership is maintained which allows access to resources that aid the teaching of the syllabus.

### **14. E-Safeguarding**

The RE Policy and scheme of work adheres to the whole school E-safeguarding Policy. This policy can be found in main school.