

## Hasland Infant and Nursery School

### Religious Education (RE) Policy

#### **Curriculum Intent**

At Hasland Infant and Nursery School through our teaching of RE children can explore and ask questions about religion and the world and understand that the answers may not be the same. We support children to value and understand similarities and differences. Our teaching of RE inspires children to have a sense of wonder about the world. It encourages children to be reflective and to discover spirituality. We want children to develop a strong sense of belonging, and to know how to value and nurture others.

Children who leave our school will be confident and respectful, valuing other people's opinions and beliefs. They will have started to appreciate the fact that the religious tradition in Great Britain are mainly Christian, but they will be taught about other principle religions and account will be taken of the multi-cultural nature of today's society. They will have started to ask deeper questions and explore spirituality and be inspired to learn about the world around them and know how they can look after it.

#### **Legal requirements**

At Hasland Infant and Nursery School RE is an entitlement for all pupils, unless they have been withdrawn by their parents and meets the requirements of the School Standards and Framework Act 1998, Schedule 19; Education Act 2002, section 80. RE is a necessary part of a 'broad and balanced curriculum'. This requirement does not apply to nursery; however good practice takes place in our Nursery setting.

#### **Implementation**

Our school RE curriculum is based on the Derbyshire LA's Agreed Syllabus and it meets all the requirements set out in that document (Education Act 1996 Schedule 31). The RE curriculum drawn up by SACRE 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 principle religions represented in Great Britain. (Education Act 1996 section 375) The agreed syllabus accords equal respect to different religious convictions and non- religious belief. The teaching of RE is inclusive and takes into account provision for pupils with additional need and disabilities.

Medium Term planning is written using the Derbyshire Agreed Syllabus by the RE coordinator and passed onto staff.

#### **Nursery**

In Nursery RE is linked in with topic planning providing relevant experiences as building blocks for later development. Teaching in Nursery builds on the children's interests and enthusiasm, starting to introduce religious terminology and exploring authentic religious artefacts. Opportunities are taken in the teaching of RE using spontaneous events such as a new baby, a wedding, celebrations and festivals relevant to the children.

#### **Reception**

RE in Reception Is question based and links with the creative curriculum and topic where possible. The questions are linked to the strands of Believing, Expressing and Living.

## **Key Stage 1**

In KS1 the RE is question based and Units of Study following the strands of Believing, Expressing and Living. The Medium Term planning is written by the RE coordinator and used by the KS1 team to support short term planning. Wherever possible it is linked to topics that are part of our creative curriculum.

Throughout school RE is question based and reflective. Questions are open ended and teachers provide a safe environment where children can discuss their thoughts and opinion's. RE is taught in an active, sensory and engaging way. We use children's real life experiences and encounters to enhance the teaching of RE throughout school.

## **Inclusion and SEND**

We are an inclusive school where we focus on the wellbeing and progress of every child. All our children share an entitlement to a high quality Religious Education curriculum which is delivered in a vibrant and creative way. We recognise the fact that we have children of differing educational needs, disabilities, special gifts and talents, and those learning English as an additional language in our classes. We provide suitable opportunities for all children by matching the challenge of the task to the ability of the child. In RE the questions are differentiated and open ended to encourage discussion and reflection.

## **Links with the community**

Our Focus days and weeks include visitors who may teach dance, music, cultural stories and drama. Out of school visits are arranged to local religious buildings and visitors are invited into school to discuss their religious beliefs and practices and answer questions posed by the children. Christian festivals such as Christmas are taught in a meaningful and active way and may include out of school visits to take part in a real farm nativity.

## **The role of the subject leader**

The Medium Term planning is written by the RE coordinator using the Derbyshire LA's Agreed Syllabus and this is used by the teachers to support short term planning. Resources are constantly being reviewed and renewed and are available to all year groups. These include non-fiction books, bibles, religious stories, themed celebration and festival boxes. Staff meetings led by the RE coordinator are in place throughout the year to support staff with subject knowledge and to signpost useful books and websites. Focus days and weeks are organised to extend the children's knowledge of topical events and festivals. Staff are encouraged to use relevant events that may happen in the lives of the children in their class to teach RE such as family weddings, naming ceremonies or religious festivals such as Eid ul-Fitr.

## **Impact**

A good RE lesson children will have explored a line of enquiry in a meaningful and engaging way. The impact of this will be that children are excited about what they have found out and can talk about their findings. The children will value the subject and will see its relevance to their own lives. The Derbyshire agreed Syllabus for Religious Education contains learning outcomes for each key question covered by the curriculum for KS1 which can be used to check children's learning. These questions are progressive and can be used to track progress across year groups.