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.

Through RE, children are given opportunities to achieve by developing knowledge, understanding, curiosity and critical thinking skills. They are encouraged to belong by learning about diverse beliefs, cultures and communities while recognising shared human values. They are supported to thrive spiritually, morally, socially and culturally through reflection, discussion and meaningful experiences.

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 traditions in Great Britain are mainly Christian, but they will be taught about other principal 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. They will demonstrate the confidence to achieve, the understanding needed to belong in a diverse society and the resilience and self-awareness required to thrive.

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At Hasland Infant and Nursery School RE is an entitlement for all pupils, unless they have been withdrawn by their parents and meets the requirements of the School Standards and Framework Act 1998, Schedule 19; Education Act 2002, section 80.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. In Reception classes, 50 minutes of exploration per week will be implemented through continuous provision and in years one and two, 1 hour of tuition will be taught per week, plus focussed events such as celebrations and off-site visits.

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 principal religions represented in Great Britain. (Education Act 1996 section 375) The agreed syllabus accords equal respect to different religious convictions and non- religious belief. 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 opinions. 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.

These opportunities enable children to achieve success through meaningful learning, belong through respectful dialogue and shared experiences, and thrive through personal reflection and spiritual development. 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.

SEND

At Hasland Infant School, we are an inclusive school that promotes the wellbeing, happiness and progress of every child. All pupils are entitled to a high-quality, ambitious curriculum that meets their social, emotional and learning needs. To support access to all foundation subjects, subject leaders, the SENDCo and the Inclusion Support Advice Teacher have developed 'SEND in My Subject' documents. These provide guidance on adaptations across the four areas of need and are referenced within medium-term planning. We recognise that every child is unique, and while these documents support planning, adaptations are tailored to meet individual needs.

EAL

We recognise that children with English as an Additional Language (EAL) bring valuable linguistic and cultural experiences to their learning. Within our subject teaching, we ensure all children can succeed by providing inclusive teaching, clear modelling, visual support, intentional vocabulary teaching and opportunities for meaningful talk. Any barriers to language and understanding are identified and addressed so that children with EAL can access the full curriculum, participate confidently and demonstrate what they know and can do.

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. These experiences help children to belong by fostering connections with the wide community, achieve through first-hand learning opportunities and thrive by broadening their understanding of the world and their place within it.

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 enables children to explore 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 confidently about their findings. The children will value the subject and will see its relevance to their own lives.

Through RE, children will be able to achieve by developing knowledge, vocabulary and critical thinking skills; belong by understanding and respecting the beliefs and experiences of others; and thrive through opportunities for reflection, spiritual growth and personal development. Children will be able to make connections between their learning and their own lives, recognising how their actions can positively influence their communities and the wider world.