



RE Policy

Reviewed: March 2023

Reviewer: Sophie Westwood

Next Review: March 2026

Introduction

Religious Education is a compulsory subject and forms part of the National Curriculum to which every pupil should have access. It can provide the foundation for many people's lives and promote acceptance and understanding of other beliefs. Through the teaching of RE we aim to promote the spiritual, moral and cultural development of all pupils. The RE syllabus that we are currently following at Nevill Road Primary school is the 'Manchester, Salford, Stockport, Tameside and Trafford Agreed Syllabus for RE, 2022–2027'. This syllabus enables pupils to explore their own positions with regard to religion and worldviews, and those of others in engaged and engaging ways. At Nevill Road, we enable children to develop an understanding for the following major religions; Christianity, Islam, Hinduism, Sikhism and Judaism. This will support them to develop positive attitudes of respect towards people from all religions and worldviews.

Aims

The principal aim of RE in the Manchester, Salford, Stockport, Tameside and Trafford Agreed Syllabus is:

'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.'

This should ensure that pupils:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

Our aims are to:

At Nevill Road Infant School, we aim to do M-O-R-E:

- **MOTIVATE** by exposing our children to a wide range of faiths, building in them an enthusiasm to reflect and respond
- **OPEN MINDS** by teaching within the context of our vibrant, bold topics throughout the school, our children will be immersed in a progressive and stimulating RE curriculum. This will be centred on the knowledge and skills embedded within our chosen approach.
- **REACH further** by introducing our children to a wealth of cultures, faiths and festivals, children will have lots of opportunities to accept, appreciate others and develop their skills.
- **EQUIP** our children with the knowledge, skills and resources to allow them to challenge themselves to understand and empathise.

The School's Curriculum Organisation

- 2-yr old provision, Nursery and Reception classes follow the EYFS curriculum guidance as well as 'Development Matters.' RE activities are derived predominantly from the Understanding the World area of learning.
- At Key Stage 1, the Scheme of Work has been developed from the Manchester, Salford, Stockport, Tameside and Trafford Agreed Syllabus for RE, 2022–2027 and we update our school

plans when new issues are published. There is a clear structure for learning in this syllabus, and units are based around the three strands of Believing, Expressing, Living:

Believing – children will learn about religious beliefs, teachings, sources of religion, develop questions about meaning, purpose and truth.

Expressing – children will learn about religious and spiritual forms of expression and develop questions regarding identity and diversity

Living – children will learn about religious practices and ways of living and develop questions about values and commitments.

Each strand is broken down into ‘threads’ so that teachers can see what learning has gone before and what is to follow.

RE is taught as discrete lessons but also through assemblies and other areas of the curriculum. Learning objectives have been mapped and allocated to each year group. These objectives were chosen to best-suit the termly topics, and to reflect continuity and progression in children’s skills, knowledge and understanding through the Key Stage. The Scheme of Work is also underpinned by the school’s Curriculum Drivers of ‘The Seed’, ‘Being Brilliant’ and ‘Sense of Self’.

Learning and Teaching Strategies

At Nevill Road, we base our teaching and learning style in RE on the key principle that good teaching allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them.

Units adopt an enquiry model of learning, as it helps pupils to deepen their understanding in RE, make secure connections and utilise higher level thinking skills. Each unit has an overarching ‘big question’ which is broken down into smaller questions during each RE lesson. The teacher will guide the pupils through a scaffolded learning process with the aim of answering the big question at the end of the unit. We ensure that the knowledge and skills that we teach in RE are reinforced and consolidated continuously as the children move through our school. Skills are embedded and developed with the child.

During lessons, teachers encourage the use of Tier 2 and 3 level vocabulary, for example: Jewish, synagogue, Torah, Exodus, Ten Commandments, Qur’an and Ramadan.

Artefacts from different religions are used in lessons to enable children to explore the different ways in which people live and the beliefs and concepts that underpin their ways of living. Artefacts can also function as mechanisms for promoting discussion about the ways in which people think about and engage with the world around them. During lessons, a respectful atmosphere is promoted and pupils are supported to engage with and talk about the artefacts with care and sensitivity. Visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children to enrich their learning experience.

The Foundation Stage

It is important in the foundation stage to give children a broad, play based experience of RE in a range of contexts, including outdoor play. Pupils should encounter religions and worldviews through exploring special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about religious stories. Pupils can be introduced to new vocabulary including subject specific words and use all their senses to explore beliefs, practices and forms of expression. They can ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the natural world in which they live.

RE can be taught through all areas of the curriculum, developing children’s key skills and knowledge in both the prime and specific areas.

- **Communication and Language.**

RE enables children to develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews. Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

- **Personal, Social and Emotional Development**

RE enables children to manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story. Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably. Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

- **Physical Development**

RE enables children to develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play.

Differentiation

Activities using RE are planned to allow different levels of achievement by pupils and to incorporate possibilities for extension work.

Appropriate challenge is provided through regular, informal teacher observation. Differentiated work is provided in support of each child's needs, establishing progress with sufficient challenge to engage and motivate through achieving success.

TA's will be used to support lessons where available.

Planning and Assessment

The children's skills, knowledge and understanding will be assessed against 'Development Matters' and the Early Learning Goals. Progress is recorded regularly.

At Key Stage 1, the half termly / project plans and Topic Tasters are planned to include key learning opportunities, key knowledge and skills, key vocabulary and the specific pedagogical choices being made to deliver each lesson.

Assessments are completed and logged using an internal system. These outline expectations for four levels of ability (Below, Towards, Expected and Exceeding). The children's skills, knowledge and understanding are assessed against key end-points. Any child achieving outside of these criteria (SEND or G&T) will also be recorded. Any children who are considered Gifted and Talented in RE will be identified and added by the class teacher to the Gifted and Talented register. This assessment data is passed on to the next teacher.

Cross Curricular Opportunities

Wherever possible, advantage will be taken of opportunities to develop cross curricular links. These links are identified in our planning.

For example:

Maths - producing a calendar showing the festivals of other faiths and cultures. Measuring ingredients e.g. for Challah bread when studying other faiths.

English - listen to the stories, viewpoints and ideas of others, including people from different religious traditions. Acquire and develop a specialist vocabulary to take part in discussions, role-plays and presentations. Use a variety of genres and styles, for example when writing letters, diaries, recounts, narratives and poetry to convey their learning in RE. Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way.

Music - choosing sounds to add mood and atmosphere to parts of a Bible story. Listening to, joining in and remembering a range of religious songs and hymns.

Art - using different materials to share religious ideas and experiences. Studying work of artists and exploring how they have used art to share ideas and experiences. The use of art and craft to enable students to express their ideas.

Computing - use the internet for research e.g. researching the work of a charity. Develop and present their ideas using text, sound, music and still or moving images. Showcase work digitally e.g. on an app or a presentation in class.

Resources

- All classrooms contain equipment and resources to support RE work as well as a central store.
- RE planning refers to I.C.T. including websites which support work. Specific programs and software are also identified.
- The children may use ICT to research and present their work. This will require discernment in their use of sources. Virtual tours of places of worship are used where actual visits are not possible.

Learning, Difficulties and Disabilities (LDD)- Disability Equality Statement.

“Nevill Road Infant School is committed to promoting Disability Equality and equality of opportunity for pupils with learning difficulties. When planning and teaching RE, staff will make reasonable adjustments to promote equality of opportunity for disabled and non-disabled pupils. This could include:”

- Allocated adult support
- Provide alternative or adapted activities for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials.
- Adjusted objectives to support individual and specific needs.
- Make use of digital cameras, computer programmes, specially adapted tools or an alternative choice of media.
- Active learning methods to support different learning styles. The class teacher is responsible for ensuring weekly plans are accessible to all pupils and that objectives are appropriate.

Gifted, Talented and More Able (GTMA)

GTMA pupils are identified and their name recorded on our register. An annual enrichment plan is created to enhance the opportunities for children who present as talented artists. This is shared with parents and appropriate competitions and exhibitions etc. are signposted. The class teacher is then responsible for ensuring weekly plans identify appropriate and challenging objectives for these pupils.

English as an Additional Language (EAL)

Pupils for whom English is an additional language will be similarly supported in accessing the RE curriculum. The class teacher is responsible for ensuring weekly plans are accessible to all pupils.

Pupil Liaison and Home-School Links

Information regarding the pupils' attainment is passed on to the relevant class teacher at the end of each year and to the relevant KS2 School at the end of KS1.

Display and notice boards around the school informs parents of their children's work that term. Parental involvement is requested in our newsletters. Children's work is displayed in public areas and on the schools website.

An RE e-portfolio is in development to showcase children's work.

Specific projects such as Interfaith Week and any appropriate local opportunities can provide for greater parental involvement. Religious groups and individuals within their local community may also invited to work in our school where opportunities and/or funds permit.

Celebrating cultural diversity and promoting community cohesion:

From entry to school, all children are exposed to a wide range of festivals, religions and cultures. They will get to know different religions and are encouraged to bring objects/artefacts in from their own religion. We look at work from a variety of countries and cultures and aim to instil knowledge, curiosity and enjoyment.

We also aim to encourage local artists/designers into school to work with the children. We aim to encourage links within the local community.

The key responsibilities of the RE Subject Leader are:-

The role of the Subject Co-Ordinator

- To develop and maintain the school's scheme of work and e-portfolio
- To monitor planning and delivery of the curriculum, carry out lesson observations and scrutinise pupils' work.
- To audit and replenish equipment and resources throughout the school and manage the curriculum budget.
- Be given opportunities to update professional expertise and share this with staff when appropriate
- Advise governors of changes to policy and of standards achieved