

Pinewood Infant School and Foundation Unit



Religious Education Policy

School Aim: *To make learning irresistible.*

Vision Statement: *Together we give children the roots to grow and the wings to fly.*

School Values: Responsibility Resilience Independence Curiosity Respect Kindness Honesty Self-belief

INTRODUCTION

This policy outlines the teaching, organisation and management of RE learning and teaching at Pinewood Infant School & Foundation Unit. We believe that Religious Education is the understanding of the faiths and beliefs of people, which often involves the worship of God, and the variety of views that contribute to a diverse society. It is also concerned with the deep meaning that individuals and groups make of their own experiences and how this helps them give purpose to their lives.

AIMS

The Aim of RE in Nottingham City and Nottinghamshire

The curriculum for religious education aims to ensure that all pupils:

A. 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;
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom¹ found in religions and worldviews;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. 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;
- Appreciate and appraise varied dimensions of religion².

C. 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 communities to live together respectfully for the wellbeing of all;
- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

Our aim is to ensure that all children are taught the study of RE as specified by the Agreed Syllabus for Religious Education in Nottinghamshire 2021-26 Religious Education for all.

Our aims in RE are,

- to stimulate and maintain pupils' curiosity, interest and enjoyment in RE
- to help pupils acquire and develop knowledge and understanding of Christianity and Judaism and some of the other principal religions represented in the United Kingdom
- to develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures
- to develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of some of the main religions represented in the UK
- to develop positive attitudes of respect towards other people who hold different views and beliefs, and towards living in a society of diverse religions.

To enhance children's spiritual, moral, social and cultural development by;

- developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them
- responding to such questions with reference to the teachings and practices of religions, relating them to their own understanding and experience
- reflecting on their own beliefs, values and experiences
- promoting British Values (see policy)

LEGAL REQUIREMENTS OF THE AGREED SYLLABUS for RE

In order to deliver the aims and expected standards of the syllabus, a minimum of 5% curriculum time is strongly recommended. In practice, this means that the following is allocated to the teaching of RE:-

Reception and Key Stage 1: 36 hours of tuition per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision).

Parents/carers have the right to request that their children be withdrawn from Religious Education lessons. This decision should be made without influence from the school, although a school should ensure parents or carers are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.

(To make such a request, they need to formally write to the head teacher. See 'RE and The Law' in section D of 'Additional sections of support, guidance and advice' for the Agreed Syllabus.)







The staff also have the right to withdraw from the teaching of RE.

TEACHING AND LEARNING

We teach children a definition of RE, use starter slides in lessons and record work either individually or in floor books. A variety of teaching styles and methods will be used to cater for children's different learning styles and these will involve creative and enjoyable activities which develop their thinking skills ability. Examples are role play and drama techniques, theatrical effects, art and design, use of religious artefacts and photographs, visitors, educational visits, festival day/afternoon, thinking skills activities, discussions and investigative stories. ICT also plays an integral part in learning in RE. Children and teachers will use a variety of approaches to ensure that learning is effective. Lessons may be taught using active inspire, powerpoints and hyperlinks to websites on the interactive whiteboard.

Parents have the right to withdraw their child from all or part of their RE lessons.

ORGANISATION

RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
Y2	<p>What do Jewish people believe about God, creation, humanity and the natural world?</p>  <p>What do Jewish world? people believe about God, creation, humanity and the natural world? Understand what Judaism is and identify some Jewish artefacts be able to explain the story of creation according to the Torah. Understand and learn about Shabbat in the context of the creation story. Think and talk about our own ideas of God.</p>	<p>Celebrations and Festivals Who celebrates what and why?</p>  <p>Diwali - Know the Diwali story with some detail knowing the name of the main characters and main events. Know the relevance of light triumphing over darkness in the Diwali story – good over evil. Name a few Diwali traditions and know who celebrates Diwali. Know the meaning behind some Diwali traditions e.g. Diwa lamps, rangoli patterns, fireworks. Christmas - See Y2 Christmas planning progression document. Know the Christmas story with increased detail and being able to empathise with thoughts and feelings of characters at various points of the story. Know the relevance of why it is so important to Christians. Know that Christians believe that Jesus was a gift from God to the World. Make links between Christian traditions and Christian artefacts e.g. gifts, nativity, candles, advent calendars. Know an Important Christian belief about Jesus and how this is shown in the Christmas story. Sort which parts of the Christmas story are good news to Christians. The festival of Hanukkah. Exploring the festival of Hannukah.</p>	<p>Symbols in religious worship and practice. In what ways are synagogues important to believers?</p> <p>Synagogues</p>  <p>What are synagogues like and why do people go there?</p> <p>Identify a Jewish place of worship. Talk about what happens at a synagogue, using new words they have been taught. Use the words 'holy' and 'sacred' to describe why the objects in a synagogue matter to Jewish people. Begin to be sensitive to others' beliefs, values and experiences. Visit a synagogue. Compare a church and synagogue as a place of worship.</p>	<p>Jewish and Christian Stories</p>  <p>Recap parables taught in Y1 (The Good Samaritan, Lost Sheep, Lost Coin, Jesus and Zacchaeus).</p> <p>The Prodigal Son Jonah and the Whale Noah's Ark Daniel and Lion's Den</p> <p>Easter</p> <p>Know why Easter is an important Christian festival and know the significance of the Easter symbols including a cross and crucifix. Order the events of the Easter Holy Week and retell the Easter story in drama and writing. Explore characters and thoughts and feelings. Write a thank you prayer/ poem for the new life we see during Easter. Know the significance of Easter symbols and links to new life. Reflect on the Easter story events and offer my thoughts, including links to other festivals and Jesus and miracles. To begin to understand the term forgiveness.</p>	<p>What makes some people inspiring to others?</p> <p>Inspiring leaders from the Christian faith, eg, Moses and Saint Peter</p>  <p>Present day inspiring leaders</p>  <p>What a leader is and ask questions to inspiring leaders we know. Who inspires us and why. Understand why Jesus is a key leader in Christianity. Understand why Saint Peter is a key leader for Christianity. Understand why Moses is a key leader in Judaism. Understand why rules are important.</p> <p>Revisit Church as place of worship on residential (see year 1)</p>

Above is an example part of our whole school overview for RE. We use our RE at Pinewood document, our RE Knowledge Progression overview document alongside the Nottinghamshire syllabus to organise our Re teaching. We then write medium term plans and the RE co-ordinator reads and inputs onto these plans to support teaching and learning. Where appropriate knowledge organisers are used to support RE teaching. We try to include practices that our children follow at home into our discussions where appropriate. We also have a document showing our progression in RE stories and have a glossary for RE terms we use with the children to ensure consistency throughout the year group.

ASSESSMENT & REPORTING

Assessment needs to be flexible; meeting the learning needs of all the pupils in school. In Reception, pupil progress is noted through the structures of the Foundation Stage's Early Learning Goals. In Years 1 and 2 Assessment is on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks and informal summative assessment.

In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study, as in all subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the programs of study. This statement is also included in the programs of study for each subject of the National Curriculum. Schools have a curriculum and assessment framework that meets the set of core principles offered by the DfE. Our knowledge progression document supports our assessment and allows us to ascertain whether our children are reaching ARE in RE.

EQUAL OPPORTUNITIES

We are committed to providing a teaching environment conducive to learning.

Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Each child matters and the children's capabilities are taken into account including provision for the gifted and talented.

Pinewood Infant School & Foundation Unit places an extremely high importance on these aspects within the school and these are supported by our school aim and vision.

RESOURCES

Religious artefacts

A selection of books is available in school including Bible stories and books on Christianity and other world faiths. (RE cupboard - group room, library bus)

There are also PSHE books about feelings and various issues which may support the teaching of RE. (group room)

Powerpoints, active inspire, DVD, video and other visual/auditory materials, websites

Visits to religious places, photographs

Visitors and workshops

ROLE OF CO-ORDINATOR

- To have responsibility for securing high standards of teaching and learning in the subject and evaluate their effectiveness.
- To ensure that practices improve the quality of RE education throughout the school and raise standards of achievement.
- To inform future priorities and targets for the subject.
- To monitor, review and evaluate the quality and effectiveness of learning in RE.
- To support colleagues, identifying developments within their CPD as well as the co-ordinator's own CPD.
- To discuss with the head teacher and the governor with responsibility for RE the progress of the policy through the school and the conformity with the legal requirements.

Date: September 2022

Review date: September 2024

RE Co-ordinator