



Newdigate (Endowed) C.E. Infant School Policy for Religious Education

Updated April 2022

Approved by Full Governing Body April 2022

Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

(Religious Education Statement of Entitlement February 2019)

At Newdigate, pupils and their families can expect a high-quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the use of an enquiry skills-based approach we engage with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Guildford Diocese Agreed Syllabus we learn about other religions and world views, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Our School Vision

'In God's Hands We Learn and Grow' Is our overarching school vision.

We believe that if we open our hearts and minds to the possibilities each and every one of us, no matter how small, can make a difference in our school and beyond. The parable of The Mustard Seed teaches us that God can do a lot with a little!

Our RE curriculum is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.

At Newdigate we aim to provide a happy community where all work together and all are loved, valued and respected as unique individuals.

Our community provides a nurturing environment where very young children can flourish and grow, building strong foundations for their next steps and future life. We have **6 core Christian values** (Love, Peace, Trust, Thankfulness, Forgiveness and Hope) that are depicted in the roots of our values tree.

Our Christian ethos provides the framework for education, including religious education, in our school and underpins our whole curriculum.

Newdigate C.E (Endowed) Infant School

In God's Hands We Learn and Grow

We believe that if we open our hearts and minds to the possibilities, each and every one of us, **no matter how small**, can achieve and make a difference in our school and beyond. **The parable of The Mustard Seed teaches us that God can do a lot with a little!**



Love

JOHN 15:12
LOVE EACH OTHER AS I HAVE LOVED YOU.

Peace

PSALM 34:14
SEEK PEACE AND PURSUE IT

Trust  Thanks

PROVERBS 3: 5-6
TRUST IN THE LORD WITH ALL YOUR HEART

Forgiveness

PSALM 130:4
BUT WITH YOU THERE IS FORGIVENESS

Hope

ROMANS 15:13
NOW MAY THE GOD OF HOPE FILL YOU WITH ALL JOY

CHRONICLES 29:13
NOW, OUR GOD, WE GIVE YOU THANKS AND PRAISE YOUR GLORIOUS NAME

Our School Values and behaviours:

					
<u><i>John 15:12</i></u> <i>Love each other as I have loved you.</i>	<u><i>Psalm 34:14</i></u> <i>Seek peace and pursue it</i>	<u><i>Proverbs 3: 5-6</i></u> <i>Trust in the Lord with all your heart</i>	<u><i>Chronicles 29:13</i></u> <i>Now, our God, we give you thanks and praise your glorious name</i>	<u><i>Psalm 130:4</i></u> <i>But with you there is forgiveness</i>	<u><i>Romans 15:13</i></u> <i>Now may the God of hope fill you with all joy</i>
We show love and compassion for each other.	We will make a peaceful school and world.	We put our trust in each other.	We are thankful for what we have and will look after our world.	We always try to forgive each other.	We are hopeful for ourselves and others.

At the heart of all we do, it is our aspiration that our children will live out these values both now, in school and at home, and later as they journey on in life. Our school values are underpinned by the British Values of Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance of Those with Different Faiths and Beliefs.

Alongside our School Values we have our **Bee Rules** which help to guide our daily choices



National Curriculum Requirements for Key Stage 1

In line with legal requirements for Voluntary Aided Church of England Schools we ensure that we provide RE in accordance with the teachings of the Anglican Church. We follow the Guildford Diocesan Guidelines for RE.

Curriculum balance and time

The Guidelines provide Units on:

- Christianity (not less than 50% of RE time is spent on Christianity)
- Faith and beliefs other than Christianity no more than 50% of RE time. (Judaism and Islam in KS1)

In KS1 sufficient dedicated curriculum time, meeting explicitly RE objectives, aims to be close to 10% of the timetable. (It must not be less than 5% in key stages 1-4.)

(Approximately 1 and half hours per week/72 hours a year group over a year, equates to 10% of the teaching time.)

RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.

RE can be delivered weekly, or in a block themed approach and in addition, sometimes, cross curricular. In addition, the children engage in a number of Pause Days.

Philosophy/Aims

It is both a privilege and of huge importance to consider and explore the more profound questions of life and faith with our children. Children come to school with a natural curiosity about their world and existence. RE learning gives children an opportunity to ask questions and to formulate their own thinking; to develop spiritually, building respect, tolerance and understanding of others. It will help to nurture a knowledge and understanding of God and to understand Christian faith as well as the thoughts and practices of other religions.

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for the leadership team, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy*

**Religious Literacy: Helping children and young people hold balanced and well-informed conversations about religion and belief. ([Key Principles of a balanced curriculum in RE.](#))*

- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Delivery

Children will participate in a wide range of activities and experiences. They will be given opportunities to develop spiritually and learn through:

- First-hand experience - the use of visitors, visits to places of worship, artefacts and festivals
- Expression – using imaginative play, drama, hot seating, creative art and design, dance, literacy
- Investigation and interpretation- of stories, religious texts (including the Bible), beliefs, practices and religious ways of life
- Reflection - consideration of their own and others feelings, experiences, beliefs, attitudes and spirituality
- Making links (synthesising) – making connections between learning and life
- Enquiry based learning - investigation, interpretation and understanding;
- Evaluation – critically engaging with what they have been learning, responding to the thoughts and opinions of other children, answering the key enquiry questions.

Teaching and Learning

RE has a particular contribution to make towards the spiritual, moral, social and cultural education of each pupil. We help the children to experience an understanding of awe and wonder about the world they live in. Religious Education involves learning about religion - 'know about and understand religions & beliefs....') and also learning from religion – 'expressing and communicating ideas & insights...'). We encourage respect for religious commitment and for those holding different beliefs.

RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Pupils experience opportunities to learn and express themselves through an enquiry skills based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.

- Experiencing visits to places of worship, and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Our History work, 'Stand Up, Stand Out' also helps to reinforce this. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

The Early Years Foundation Stage

Newdigate uses the Development Matters curriculum guidance during the Reception year. The children are then assessed against the statutory Early Learning Goals - *'know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.'*

We follow the Guildford Diocesan guidelines.

Learning **about** religion

- Recognise how and why some celebrations/festivals are celebrated (including a mock baptism at the church; sukkot; Diwali)
- Begin to know about their own cultures and beliefs and those of other people
- Recall, talk about religious stories, including Bible stories and the story of Christmas and Easter
- Use some religious vocabulary
- Name and recognise some religious symbols and artefacts, including those in cultural and religious uses (e.g. Christmas cards, Easter eggs and hot cross buns)

Learning **from** religion

- Show they can be sensitive to the needs and feelings of others through their actions
- Reflect on what we can learn from religious stories and what they find puzzling
- Say what matter to them and to talk about how to care for others
- Talk about similarities and differences between themselves and others, among families, communities and traditions

Key Stage 1

Our R.E. unit planning is guided by Guildford Diocesan Guidelines for Religious Education, which ensure a balanced and comprehensive R.E. curriculum (see the R.E. Learning overview Long Term Plan).

Long term planning for RE is undertaken in the context of the school's overall curriculum plan which reflects the needs of all the children. The staff agree which parts of the programme of study are drawn together to make coherent, manageable teaching units. This includes the compulsory Diocese units, Pause Days and Optional Study Units. Some R.E. learning is **additionally** taught as part of our outdoor learning and in our Geography topic, 'Around the World' which includes looking at how Christmas is celebrated in different countries.

Medium term planning identifies the area of a specific topic that will be focused upon each week.

Short term planning is the responsibility of individual teachers who add a further layer to the detail on the medium-term plan by taking account of the needs of the children and identifying ways in which ideas might be taught to the children. The lessons reflect the principles of **enquiry-based learning**, using the skills of Reflecting/Investigating and interpreting/Synthesising/Empathising/Expressing.

Pause Day

One Christian 'Pause Day' and one Pause Day for another faith is held every year. On these special days, we 'pause' the ordinary timetable and spend the day focusing in creative and reflective ways. The children are sometimes in their tri-angles (mixed-age groups) and spend one session in each classroom over the course of the day, learning about different aspects. The teaching and activities are carefully planned to be accessible to all ages and abilities and might include collaborative artwork, cooking, music, dance, drama and writing. Stories and objects are used to bring the learning to life and create an environment with opportunities to reflect, interpret, synthesise and empathise, which encourages spiritual development and deep thinking.

Cross-curricular links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Progression

Progression is ensured by using the Unit Planning information and using the Diocesan assessment criteria given at the end of each unit. The children are assessed against 'Learning about' and 'Learning from'. Progression can also be seen in R.E individual books, and class books in EYs.

Differentiation to encompass the full range of abilities

A range of methods are used - this could be targeted by outcome, differentiation through setting different tasks, questioning, adult support, or the use of different resources. The needs of all vulnerable children including those of the SEN register will be accounted for.

Assessment Recording and Reporting

There are both formative and summative assessments made by the teachers for all children.

In the **EYFS** the children's progress is assessed and monitored at the end of 3 of the R.E. units*; additionally, it is monitored throughout the year in the EYFS areas of, primarily 'People, Cultures and Communities', but also 'Building Relationships'. Class books will be created to show the journey and discussions through the topic. At the end of the academic year the children are assessed in all areas of the EYFS against the criteria of 'Emerging', and 'Expected'.

In **KS1** teachers use the assessment sheet, provided by the Guildford Diocese, at the end of three of the units**, to assess the children. Class books will be created for some units to show the journey and

discussions through the topic. At the end of the academic year a best fit of 'emerging', 'expected' and 'exceeding' is given to each child as a summative assessment for the year.

Assessment in religious education will:

- Be directly related to the expectations of the Guildford Diocesan syllabus
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge. ('Learning about' and 'Learning from.')
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents (including end of year reports.)

Role of the RE subject leader

The subject leader, Gayle Priestley will:

- Be responsible for drawing up the elements of the policy and guidelines.
- Look in depth at the quality of RE education including intent, implementation and impact (RE Deep Dive).
- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the [Church of England Statement of Entitlement](#).
- Produce and regularly review the subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each year group.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards. This will include book looks, lesson observations and data analysis. When observing teaching, the RE leader will use Newdigate's Teaching Charter in conjunction with Newdigate's RE Teaching Summary Analysis. (The RE Teaching Summary was drawn up from a teaching sheet from the Diocese.)
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Resources

Religious education is funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed stored, be easily accessible and kept in good condition. Resource are available for both staff and pupils on all major religions and world views as appropriate.

Resources are kept in the staffroom in labelled boxes with appropriate artefacts and books.

Equal Opportunities

This relates to the Equal Opportunities and Inclusion Policies. All pupil groups will be provided for according to their identified needs. We ensure equal access to the RE curriculum for all regardless of ability, gender, race or disability.

Health and Safety Issues

Equipment should be stored and handled correctly and with respect.

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy and risk assessments in these circumstances.

Parental right of withdrawal from RE

Parents have the right to request that their child does not take part in RE lessons. Parents will be encouraged to discuss this request with the Headteacher to see if their child could join in with some parts of the syllabus. If parents request the withdrawal of their children from RE lessons, children will be provided with alternative work to do while their peers are studying RE. Teachers also have a right to request that they do not teach RE to their classes. In this instance, the RE leader or Headteacher will administer the programme.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).

(DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in Pre-school.

Parents have a right to withdraw their children from RE lessons and are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our

school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the head teacher before making this decision.

Appendix A

*Units assessed in the **EYFS**: 'Why do we have celebrations'; 'There's no place like home.'; 'Meals with Jesus'

** Units assessed in KS1:

Year 1 – 'What is the Bible about?'; 'What is the Torah and why is it important to Jewish people?'; 'Is Easter happy or sad?'; 'Who is Jesus?'

Year 2 – 'What is a Christian?'; 'What is important for Muslim children?'; 'What is Easter really about?'; 'Why did Jesus tell parables?'

Each classroom will have a prayer space/reflective corner.

This will include

- A class book
- School prayer
- Cross
- Candle
- Bible
- Newdigate school values/ Vision poster
- Prayer basket (Year 2)