

# Religious Education Policy: 2024-2025 update



Governing Body 24.4.2022/ 24.6.24      next review Summer 2026



## PALFREY INFANT SCHOOL RELIGIOUS EDUCATION POLICY

### Rationale

#### **As a Rights Respecting School we believe:**

*Every child has to learn and have an education. Article 28 & 29*

*Every child has a right to be safe from harm and abuse: Article 19*

*Every child has a right of freedom of expression. Article 13*

*Every child has a right to be part of a community and practise his or her own religion and use his or her own language Article 30*

*Every child has a right to rest and leisure. Article 31*

*Every child has a right to keep healthy Article 24*

**CURRICULUM LEAD TEACHER: E DENNIS**

*See also Palfrey Infant Curriculum Design Philosophy Statement.*

## **INTENT OF RE AT PALFREY INFANT SCHOOL**

To develop in pupils, curiosity, enjoyment, skills and a growing understanding of RE knowledge, through an approach in which pupils raise questions and investigate the world in which they live.

*Our PALFREY INFANTS SCHOOL curriculum is based on the **enquiry model principle**. We have developed our RE curriculum using NATRE/ RE today , and the 2021 Walsall RE agreed syllabus 2021-2026, building on the 2016-2021 Walsall Agreed Syllabus.*

### **Our Aims**

- To deliver the RE Programmes of Study of the National Curriculum and work within the assessment outcomes of the Walsall RE agreed syllabus 2021-2026.
- To promote the acquisition of knowledge and skills through a wide variety of teaching and learning styles.
- To promote positive attitudes to the learning of RE.
- To celebrate diversity and discover what it is to be human.
- To identify common values and beliefs, developing mutual respect.
- To develop understanding of British Values and explore life in a multicultural and multi-religious society.

### **Guidelines**

- **Long term planning for RE** will be based on the Walsall RE agreed syllabus 2021-2026 and supported by **NATRE Learning materials**. Identified on the Year 1 & 2 Curriculum Map. Amendments to the Long Term plan to be updated on the main overview in Curriculum Live folder on school intranet. Subject Knowledge Map shows key vocabulary and sticky facts, showing progression across Year groups.
- **Medium term planning will take place every half term**, and will be constructed using the appropriate Walsall RE agreed syllabus 2021-2026 or NATRE, depending on module being covered. Medium Term Planning to be put in Curriculum Live each term & a 'hard copy' put in Curriculum overview folder.
- **Differentiation of activities** will be made in the weekly planning as appropriate to the pupils being taught, based upon their prior knowledge, understanding and skills. Planning from Walsall RE agreed syllabus 2021-2026 and unit plans developed by subject lead to be annotated or adapted appropriately. Adapted or annotated planning to be given to subject lead at the end of each unit for evaluation.

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- Opportunities for creative responses to RE to be taken and evidenced, including cross curricular links with art, dt, speaking, literacy and drama.
- The **assessment of knowledge and skills** will be planned for as part of the teaching process. **Assessment** will take place at the end of each unit, based on Teacher Assessment. Target tracker to be updated at the end of Aut 1, Spr 1 and Sum 1. Simple assessment sheets to be completed for each class at the end of each unit via Insight .
- RE will usually be taught weekly, visits to religious places of worship forms practical knowledge
  - Pupils will normally be organised into small groups and encouraged to work co-operatively for RE work. The group size will be determined by the age, task and ability of the pupils.
  - A wide range of teaching and learning styles will be used, including practical and spoken work.
  - Pupils will be taught to use a wide range of appropriate recording methods, which will include the use of ICT.
  - Displays & practical resources will be used to emphasise and raise the importance of RE in the school.
  - Equal opportunities in RE will be given to all pupils. (See equal opportunities policy).
  - Resource boxes linked to the themes of the 'RE Topics' & Artefact boxes of major religions are kept in the RE cupboard (Located in the Quad)
  - Teaching in RE should make links with the Spiritual, Moral, Social, Cultural development of our pupils and promote British Values and Rights Respecting Schools.
  - RE is adapted using visuals and adapting abstract concepts to meet the needs for all pupils

## **Spiritual, Moral, Social and Cultural Opportunities at Palfrey Infants**

### **Spiritual Development: Children will have opportunities to:-**

*Explore beliefs and experience; respect faiths, explore feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.*

### **Moral Development: Children will have opportunities to:-**

*Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.*

### **Social Development: Children will have opportunities to:-**

*Investigate and explore moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflicts; engage with the fundamental values of British democracy.*

### **Cultural Development: Children will have opportunities to :-**

*Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in cultural opportunities; understand, accept, respect and celebrate diversity.*

### **The role of the RE Subject Leader is to:**

- Be responsible for the development of RE in school.
- Monitor the effectiveness of RE in school.
- Develop, action and monitor an action plan for RE development
- Support teachers in their planning and strategies for classroom management.
- Disseminate new information to staff, Governors and parents.
- Provide or organise staff training (CPD).
- Be responsible for providing appropriate RE resources
- Liaise with the Palfrey Junior School regarding continuity.

### **Relevant documents**

Walsall RE agreed syllabus 2021-2026  
NATRE website (planning)  
EYFS curriculum document  
KS1 RE in National Curriculum

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Assessment Policy & Procedures  
Inclusion/ SEN Policy  
Subject skills overview

## Withdrawal from Religious Education

A parent of a pupil may request

- that the pupil may be wholly or partly excused from receiving religious education given in accordance with the school's basic curriculum.
- that a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent elsewhere, provided that it will not interfere with the attendance of the pupil on any day except at the beginning or end of a school session.
- that a pupil who is wholly or partly excused from receiving religious education provided by the school may receive religious education of the kind desired by the parent on the school premises provided that it does not entail any expenditure by the responsible authority.

***Palfrey Governing Body believes participation in Religious Education is a vital element in preparing our pupils for a life in a multi faith 21<sup>st</sup> century Britain. The Governing Body believe all pupils should study RE and if parents are requesting 'withdrawal from RE' parents should request this via the Governing Body and then a meeting with parents and members of the Governing Body would be arranged to discuss the request. (GB 23.9.14)***

The Walsall Agreed syllabus notes that

*'This syllabus makes space for all pupils to explore their own beliefs, values and traditions, and those of others in engaged and engaging ways. RE taught using the new RE Agreed Syllabus aims to support children to develop positive attitudes of respect towards people from all religions and worldviews... RE is not coercive: none of the aims of RE encourage pupils to adopt or reject particular religious beliefs and practices. Instead, RE encourages all learners to be thoughtful about their own beliefs and worldviews in the light of the religions and beliefs they study.'* – 2016-2021

*'Religious Education in Walsall Schools contributes dynamically to children and young people's education in schools, provoking challenging questions about human life, beliefs, communities and ideas. RE enables pupils to enter into rich discourse about religions and worldviews, about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and worldviews and to respond by expressing insights into their own and other's lives. They think rigorously, creatively, imaginatively, and respectfully about their ideas in relation to religions and worldviews. They have opportunities to develop and articulate their own worldviews. They are prepared to 'take their place within a diverse multi-religious and multi-secular society' (OFSTED RE research review 2021) – 2021-2026*

The **minimum** hours devoted to religious education are:

- **Foundation Stage 2** - 36 hours per year (for example, 50 minutes per week)
- **Key Stage 1** - 36 hours per year (for example, 50 minutes per week)

### Note

- RE is a core subject; it is not subject to the flexibility of the foundation subjects.
- Curriculum time for RE is distinct from the time schools spend on collective worship or assembly.
- There is a common frontier between RE and such subjects as literacy, citizenship and PSHE.
- The times given above are explicitly for the clearly identifiable teaching of religious education.
- Flexible delivery of RE curriculum time through RE study days or weekly themes is possible.

## **IMPLEMENTATION OF RE AT PALFREY INFANT SCHOOL**

Children will:

**Foundation Stage** – Develop a growing sense of their awareness of self, their own community and their place within this. Children will also encounter Christian and other faith stories and festivals in a simple way.

**Key Stage 1** – Learn about Christianity plus at least two other major world faiths (Islam and Sikhi). When comparing and contrasting religious views, children are to be taught that having no religion or faith is an equally respected alternative to having a religion and that people who have no religion still enjoy ceremonies such as weddings or new baby ceremonies. This links to the school becoming a UNICEF Rights Respecting School in 2018:

**Article 14 (freedom of thought, belief and religion):**

***Every child has the right to think and believe what they choose and also to practice their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up***

(Please note: the practice of no religion both as an individual and as an associative group (e.g. Humanism) and the belief that there is no God is considered an equal viewpoint to religious belief).

### **RE in Reception**

Pupils should encounter religions and world views through special people, books, times, places and objects and by visiting places of worship either in person or through the use of ICT. They should listen to and talk about stories. Pupils can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They 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 world in which they live. Religious Education is, unlike the subjects of the National Curriculum, a legal requirement for all pupils on the school roll, including all those in the reception year. Four areas of the Early Learning Goals are pertinent to RE:

- **Personal, Social and Emotional Development**
- **Communication and language**
- **Understanding the World**
- **Expressive Arts and Design**

For RE learning in Nursery, see appendix 1.

For curriculum overview of RE in Reception, see **appendix 2**.

### **RE in Key Stage 1**

Pupils learn about different beliefs, about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging. For curriculum overview of Y1 and Y2 see **appendix 3**. For skills overview see **appendix 4**.

#### **Learning about religion**

- explore a range of religious stories and sacred writings and talk about their meanings
- name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses

- identify and suggest meanings for religious symbols and begin to use a range of religious work

#### **Learning from religion**

- reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness
- ask and respond imaginatively to puzzling questions, communicating their ideas

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- identify what matters to them and others, including those with religious commitments, and communicate their responses
- reflect on how spiritual and moral values relate to their own behaviour
- recognise that religious teachings and ideas make a difference to individuals, families and the local community

## Key Stage 1 Themes

- **believing** - what people believe about God, humanity and the natural world
- **story** - how and why some stories are sacred and important in religion
- **celebrations** - how and why celebrations are important in religion
- **symbols** - how and why symbols express religious meaning
- **leaders and teachers** - figures who have an influence on others in religion
- **belonging** - where and how people belong and why belonging is important
- **myself** - who I am and my uniqueness as a person in a family and community

## Key Stage 1 Experiences and Opportunities

- **visiting places of worship** and focusing on symbols and feelings
- **listening and responding to visitors** from local faith communities
- **using their senses** and having times of quiet reflection
- **using art and design, music, dance and drama** to develop their creative talents and imagination
- **sharing their own beliefs** - ideas and values and talking about their feelings and experiences
- **beginning to use ICT to explore** - religions and beliefs as practiced in the local and wider community, for example through a 'virtual tour' of the sacred places of religions studied

## INCLUSION

Where possible, children who have been identified as SEND should be involved in the RE lesson with the whole class with support of additional adults and adapted planning. Where this is not yet possible for the child, with the support of 1-1 staff, children can continue previous RE learning (from the foundation stage for example), until secure in knowledge and understanding.

### **IMPACT OF RE AT PALFREY INFANT SCHOOL**

The Walsall Agreed syllabus identifies three areas of attainment:

- **A: Know and understand religions and world views**
- **B: Express ideas and insights into religious and world views**
- **C: Gain and deploy the skills for learning from religious and world views**

At Palfrey Infant School, RE is assessed formatively through conversations with students, evidence in big books, individual work and teacher assessment. RE is assessed summatively at the end of each unit via simple assessment sheets (implemented 2022) and yearly via the school target tracker (currently Insight). Simple assessment sheets allow students to be identified early who may need additional support in order to have a secure knowledge of particular topics or areas of learning before moving on or prior to the continuation of an area of learning e.g. Children should be secure on the basics of Christianity and Jesus's birth in Y1 Aut2 before moving on to learning about Palm Sunday and Easter in Y1 Spr2.

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## Appendix 1

### RE in the Nursery, Foundation stage 1

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children and providing lots of hands-on activities and learning opportunities are an important part of pupils' learning at this stage.

#### Some ideas for religious education in the nursery can include:

- creative play, make-believe, role-play, dance and drama
- dressing up and acting out scenes from stories, celebrations or festivals
- making and eating festival food
- talking and listening to each other and hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts, feelings and imagination
- exploring authentic religious artefacts, including those designed for small children such as soft toys or story books
- seeing pictures, books and video of places of worship and meeting believers in class
- listening to religious music
- starting to introduce religious terminology
- work on nature, growing and life cycles or harvest
- seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, birth of a new baby, weddings or the death of a pet
- starting to talk about the different ways in which people believe and behave

Please see the RE Knowledge Map for further information including Sticky Facts

	RE Overview of topics and themes					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b><u>NURSERY</u></b>	Ourselfs and Autumn  Families Birthdays	Celebrations  Diwali Christmas	People Who Help Us  Firefighters/ Drs Shrove Tuesday	Traditional Tales/Easter  Mothers/ Carers Easter	Wings, Tails and Shiny Scales  Eid Caring for the world	Wild and Wonderful  Fathers and Carers Caring for animals
<b><u>RECEPTION</u></b>	Why is the word God so important to Christians? Walsall Unit 6 NATRE Unit 1	Why do Christians perform nativity plays at Christmas? Walsall Unit 1 NATRE Unit 2	Being Special: Where do we belong. Thematic Walsall Unit 5 NATRE Unit 3	Why do Christians put a cross on their Easter garden? Walsall Unit 4 NATRE Unit 4	Which places are special and why? Thematic Walsall Unit 3 NATRE Unit 5	Which stories are special and why? Thematic Walsall Unit 2 NATRE Unit 6
<b><u>YEAR 1</u></b>	Who do Christians say made the world? RE today Unit 7 NATRE Walsall RE 1B	Why does Christmas matter to Christians? RE today Unit 8 NATRE	What do Christians believe God was like? RE today Unit 10 NATRE Walsall RE 1C	Why is Easter Special to Christians? RE today Unit 4 NATRE Unit 4 extended	What does it mean to belong to a faith community? (Belonging, Birth customs, Weddings) RE today Unit 11 NATRE (Walsall RE Unit 1A)	Beginning to learn about Sikhs.  Walsall RE Unit 1D
<b><u>YEAR 2</u></b>	Who celebrates what and why. Walsall RE Unit 2A	What is the Good News Jesus brings ( Gospel) RE today Unit 13/ 14 NATRE (Walsall RE 2A)	Who is a Muslim and how do they live? RE today Unit 15/17 Walsall RE 2C	Why does Easter matter to Christians? (Salvation) RE today Unit 16 NATRE Walsall RE 2B	What makes places special to believers in our locality? RE today Unit 18 NATRE	Questions that puzzle us and how we can respond creatively. Walsall RE 2D

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RE Year 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Investigate</b> – this includes the ability to: • <b>gather</b> information from a variety of sources • <b>ask</b> relevant questions • <b>know</b> what may be appropriate information						
<b>Interpret</b> – this includes the ability to: • <b>draw meaning</b> from artefacts, symbols, stories, works of art and poetry • <b>interpret</b> religious language • <b>suggest</b> meanings of religious texts						
<b>Reflect</b> – this includes the ability to: • <b>ponder</b> on feelings, relationships, experience ultimate questions, beliefs and practices • <b>think and speak</b> carefully about religious and spiritual topics						
<b>Empathise</b> – this includes the ability to: • <b>consider</b> the thoughts, feelings, experiences, beliefs and values of others • <b>see</b> the world through someone else’s eyes • <b>develop</b> the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy						
<b>Analyse</b> – this includes the ability to: • <b>draw out</b> essential ideas, distinguish between opinion, belief and fact • <b>distinguish</b> between key features of different faiths • <b>recognise</b> similarities and differences						
<b>Synthesise</b> – this includes the ability to: • <b>link</b> significant feature/s of religion together in a coherent pattern • <b>make links</b> between religion and human experience						
<b>Express</b> – this includes the ability to: • <b>explain</b> concepts, rituals and practices • <b>identify</b> and <b>express</b> matters of deep concern by a variety of means, not only through words • <b>respond to</b> religious issues through a variety of media						
<b>Apply</b> – this includes the ability to: • apply what has been learnt from a religion to a new situation						
<b>Evaluate</b> – this includes the ability to: • <b>draw conclusions</b> by reference to different views and using reason to support own ideas • <b>debate</b> issues of religious significance with reference to experience, evidence and argument.						

### Appendix 4: Key skills in RE

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RE Year 2	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Investigate</b> – this includes the ability to: • <b>gather</b> information from a variety of sources • <b>ask</b> relevant questions • <b>know</b> what may be appropriate information						
<b>Interpret</b> – this includes the ability to: • <b>draw meaning</b> from artefacts, symbols, stories, works of art and poetry • <b>interpret</b> religious language • <b>suggest</b> meanings of religious texts						
<b>Reflect</b> – this includes the ability to: • <b>ponder</b> on feelings, relationships, experience ultimate questions, beliefs and practices • <b>think and speak</b> carefully about religious and spiritual topics						
<b>Empathise</b> – this includes the ability to: • <b>consider</b> the thoughts, feelings, experiences, beliefs and values of others • <b>see</b> the world through someone else’s eyes • <b>develop</b> the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy						
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