



R.E. Policy

Subject leader: Narelle Black

Reviewed May 2020



kindness



difference



communication



creativity

- This document is a statement of the principles and procedure for teaching of RE.
- It was developed from guidance from Agreed Syllabus for Nottinghamshire 2021-2026.
- It has been reviewed and updated by the Governing Body and Staff.
- This policy should be read in conjunction with the Agreed Syllabus for RE in Nottinghamshire 2021-2026 (which can be viewed on request), Assessment Policy, Behaviour Policy, Learning Policy, Equality Policy, Safeguarding Policy (Prevent Duty, Visiting Speakers, Parent helpers, Volunteers) Visitor Code of Conduct.

At Westdale we aim to achieve our vision and values by being inclusive, maintaining a safe and stimulating learning environment, securing outstanding learning and teaching, delivering our creative curriculum, following a values-based approach and working with parents, carers and the wider community.

Religious Education (RE) is a compulsory subject and must be taught to all pupils as part of the Basic Curriculum.

The aim of this policy is to ensure that we provide an outstanding RE learning experience that both meets the aims and values of our school and is compliant with national requirements. In accordance with the aims stated in the Agreed Syllabus for Nottinghamshire 2015-2020, our aims in teaching RE must be to ensure that all pupils:

- Know about and understand a range of religions and world views, 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 wisdom found in religions and world views;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- Express ideas and insights about the nature, significance and impact of religions and world views, 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 religion.
- Gain and deploy the skills needed to engage seriously with religions and world views, 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.

Equal Opportunities

- We are committed to equality of opportunity, and to promoting an ethos of dignity, courtesy and respect throughout the organisation. For further information, please refer to the Equality and Diversity Policy.
- Every effort will be made to ensure that a fair and consistent practice, as detailed in this policy and procedure, is carried out.

Quality Assurance

The quality of RE delivery at Westdale Infant School Academy will be assured by:

- Ensuring this policy is disseminated and adhered to.
- Monitoring the impact of the policy as set out in section
- Addressing any underperformance in a timely manner, whether it has come to light
- through the monitoring procedures outlined in this policy or as a result of other Academy quality assurance mechanisms.

Roles and Responsibilities

The delivery of the RE curriculum is a collective responsibility. The following section outlines the roles and responsibilities of individuals and groups within the Academy in relation to RE.

We believe at Westdale Infants that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child (spiritually, morally, socially culturally and intellectually) must be reflected in the RE Curriculum.

As RE is not nationally determined, the Local Education Authority must provide an Agreed Syllabus for schools to follow. It is the Agreed Syllabus for RE in Nottinghamshire 2015-2020 that we will use for the basis of planning and teaching RE.

Pupils at Westdale need to experience a wide range of religions.

Families who send their children to Westdale Infants are mainly 'nominally' Christian or non-religious. In addition, there are children who are from other faith backgrounds including Hinduism and Islam. RE is concerned with 'learning about religion' and 'learning from religion'. The faith background of both children and staff, or the choice not to follow a faith must be respected at all times.

Obviously this cohort is ever changing and we keep update with our analysis of this data. For this reason we feel it is important that celebrating difference is a key driver at our school. This means that we will constantly refer to or address this concept on a daily basis through all areas of the curriculum and school life.

This symbol represents celebrating difference:



Our children not only need to experience the core religions of Christianity and Judaism set out in the Nottinghamshire Syllabus for KS1, but also have experience of other principle religions and the non-religious community and beliefs.

As a school it important to us that the children know a range of religions, beliefs and non-beliefs so that we can promote social cohesion and an understanding in their future citizenship.

We have a shared vision of high aspirations for all pupils in R.E. Four attitudes are central to the R.E. curriculum; self-awareness, respect for all, open mindedness, appreciation and wonder. At Westdale we want pupils to leave with these attitudes, following their experience of R.E. and take these out into the world beyond. We want the teaching of R.E. to provide the pupils with a sound understanding of world faiths and an understanding that some people do not have a religious belief but have their own principles that they live by and all are to be celebrated and respected.

We follow the Nottinghamshire Agreed Syllabus for 2021-2026 -See the website for this document.

We have also looked into key areas we feel the children in our school need in order to have a varied religious education which covers religions and non-religious beliefs that they otherwise would not experience.

We have also written an R.E. offer that highlights our intent, implementation and impact. All year groups have their own overview of the curriculum they will teach and a progression through learning document.

As we live in a predominantly white British area we want to give our children as much experience of other cultures and faiths as possible.

Our RE Curriculum must cover the six main world religions of Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism. By examining a range of religions, our RE Curriculum will play a vital role in helping us to carry out our Prevent Duty. At Westdale we have agreed as a staff and governing body to teach: Christianity, Judaism, Hinduism, Sikhism and have an overview of Islam, Buddhism, Humanist beliefs and personal beliefs or non-beliefs. We feel this gives the children in our catchment area of Mapperley to have more experience of multiple faiths and other personal faiths and beliefs.

R.E. is taught in blocks each half term, when the teacher feels it fits into their half termly planning. Teacher plan to teach R.E. in a cross curricular way, for example they might include Art, Drama, Computing, Writing, Reading and Historical knowledge. R.E. also links strongly with the PHSRE curriculum and like this, is covered in assemblies too.

Parents and carers of a child at our school have the right to withdraw their child from RE. If a parent asks for their child to be partly or wholly excused from attending any RE, then we must comply unless the request is withdrawn. We will, as we feel RE is such an important subject for future citizenship, talk to the family and discuss their concerns and try and allay any fears and promote the positives of good RE teaching.

We believe R.E. should:

- Be engaging and creative
- Allow curiosity
- Be exciting
- Challenge
- Begin with the child
- Explore their own identity
- Celebrate difference
- Be a subject we can explore in a respectful and honest way
- Be an area the child can learn through questioning and be able to express their ideas in order to acquire knowledge
- Be a place they can make mistakes and learn from them in order to become a kinder and more understanding citizen

Roles and Responsibilities

The delivery of the RE curriculum is a collective responsibility. The following section outlines the roles and responsibilities of individuals and groups within the Academy in relation to RE.

The Governing Body

- The Governing Body will work with the Principal and Senior Leaders, ensuring that the quality of RE teaching is accounted for in an annual report.
- The Governing Body will review this policy on an annual basis and support the Principal and Senior Leaders in their implementation of the policy.

- The Governing Body will work with the Principal and Senior Leaders to ensure that the RE policy and other policies that link to it are upheld and suitably resourced.

Headteacher/CLT

- They will ensure that the RE policy is disseminated and is implemented fully to secure and sustain high quality RE teaching throughout the school.
- They will emphasise the link between this policy and the Government Prevent documentation and the 'Keeping Children Safe in Education-Part 1' document.
- They will ensure that they keep up to date with statutory requirements and recommendations in relation to RE.
- They will ensure that the correct time allocation is given to RE
- They will support and hold to account the RE Curriculum Leader in carrying out the responsibilities outlined in
- They will ensure that the other policies that the RE Policy links to are up to date and fully implemented.
- They will report on the quality of RE provision to the Governing Body when requested.
- They will strive to provide suitable resources and training to support the aims of this policy.

The RE Curriculum Leader

- The RE Curriculum Leader will ensure that this policy is disseminated and implemented fully to secure and sustain high quality RE teaching
- They will keep up to date with statutory requirements and recommendations in relation to RE and communicate these in a timely manner to the HT and staff.
- They will make recommendations to leadership time allocations for RE and ensure these are carried out
- They will develop the RE Learning Objectives as set out in section 9 from the Nottinghamshire Agreed Syllabus.
- They will determine and set in place the long term and medium term planning for the subject
- They will support Teaching Staff in ensuring that any RE provision that involves visits, outside speakers or artefacts are fully risk assessed and meet the requirements of Westdale's Safeguarding Policy, Volunteer and Visitor policies
- They will monitor the quality of RE provision and report on this

Teaching /Support Staff

- Teaching staff will ensure have familiarised themselves with all elements of the RE Policy and understand what is required of them, seeking clarification if they are unsure.
- They will ensure that they plan their RE delivery as set out in section
- They will consult with leadership to carry out their Prevent Duty if during the course of their RE teaching they have a concern.
- Support staff will they have familiarised themselves with all elements of the RE Policy and understand what is required of them, seeking clarification if they are unsure.
- They will support Teaching Staff in carrying out their responsibilities
- They will consult with leadership to carry out their Prevent Duty if during the course of their RE teaching they have a concern.

Visiting Speakers

We warmly welcome visiting speakers to Westdale Infants to help enrich our RE provision. We greatly value the expertise and experience that visiting speakers may bring. In order to uphold our RE Policy and ensure we maintain a safe and stimulating learning environment:

- Visiting Speakers will sign read our visitors checklist on signing including safeguarding procedures

Children

Our children must:

- Remember to think about our school values when learning about religions.
- Be polite and courteous when welcoming visiting speakers to our school

Parents and Carers

We would like our parents and carers to:

- Share with us their expertise and experience in their own faith. We warmly welcome parents of all faith backgrounds to discuss with us what they might be able to contribute to the teaching and learning of RE.
- Contact the school should they wish to withdraw their child from RE teaching

Time Allocation

RE may be taught separately to the main 'topic' in discrete lessons.

- In order to deliver the aims and expected standards of the syllabus, SACRE (Standing Advisory Council on Religious Education) and the Agreed Syllabus Conference expects a minimum allocation of curriculum time for RE based upon the law and DfE guidance.
- A minimum 5% of curriculum time is required for teaching RE.
- Schools should make plans to give at least this amount of curriculum time to the subject as the syllabus is implemented.
- This means in practice that schools are expected to allocate in 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).

RE Learning and Planning

In order to fulfil our aims in teaching RE, the requirements set out in the Agreed Syllabus for RE in Nottinghamshire 2015-2020 as 'Programmes of Study', we have developed progressive working plans for all year groups.

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God and gods, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. We will encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

Teaching and Learning

When teaching RE, we will ensure that we follow our Learning policy.

- The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches.

RE teaching specifically draws on the following:

- visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith
- role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters
- artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect and questioning whilst deepening knowledge
- parents; by valuing the family backgrounds of the children and making them part of the school community.
- The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils are actively engaged in learning.

