Lowe's Wong Infant School R.E. Policy

Aim (taken from the Nottinghamshire Agreed Syllabus for R.E. 2021 – 2026)

The aim of Religious Education in Nottinghamshire is that pupils will know about and understand a range of religions and worlds views. They will express ideas and insights of their own into the significant human questions which religion address, gaining and deploying the skill needed to study religion.

R.E. and the Law

1. R.E. is legally required for all pupils and must be provided for all pupils in full time education; except for those pupils withdrawn at the request of their parents.
2. R. E. is a core subject of the curriculum for all pupils.
3. The Nottinghamshire Agreed Syllabus for R.E. 2021-2026 is statutory and is the legal basis for R.E. in Nottinghamshire schools. Inspections will be based upon the implementation of this syllabus and R.E. must be taught in accordance with the Agreed Syllabus.
4. In Nottinghamshire, R.E. meets the legal requirement in so far as it implements this Agreed Syllabus. Schools are not at liberty to plan and teach R.E. from any other basis.
5. R.E. must be taught according to an Agreed Syllabus that requires all pupils to learn from Christianity in each key stage and in addition, pupils will learn from the principal religions represented in the UK, in line with the law. It is also important to recognise children from families where non-religious worldviews are held and that these are represented in our classrooms.
6. R.E. must be non-denominational, but teaching about denominational differences is permitted.
7. Time for R.E. in the curriculum is strongly recommended to be a minimum of 5% of curriculum time in KS 1-4 (FS and KS1: 36 hours of tuition per year e.g. 50 minutes a week or some short sessions implemented through a continuous provision). This time is distinct from the time schools may spend on collective worship or school assembly.
8. The minimum requirement for religions and beliefs to be studied in KS1 are Christianity + one other religion (Judaism is the recommended example).

Withdrawal from Religious Education

A parent or carer 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 religious education provided by the school may receive religious education of the kind desired by the parents or carers 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 parents or carers on the school premises provided by that it does not entail any expenditure by the responsible authority.

Teachers:

- with specific exceptions, may withdraw from teaching religious education and they should not be discriminated against for their religious opinions or practices.

Curriculum Planning, Teaching and Learning

Religious Education is a component of the basic curriculum, to be taught alongside the National Curriculum in all maintained schools.

The Nottinghamshire Agreed Syllabus states that at FS children will develop a growing awareness of self, their own community and their place within this, pupils will encounter Christianity and other faiths found in their own classroom. At KS1 children will study Christianity and at least one other religion. (Judaism is the recommended example). Religions and beliefs represented in the local area.

At Lowe's Wong Infant School we follow the Nottinghamshire 2021-2026 Agreed Syllabus for Religious Education and have decided to teach Judaism as our chosen religion.

The Nottinghamshire curriculum for religious education aims to ensure that all children:

A. **Know about and understand a range of religious and worlds views:**

- 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 religious and worlds views.
- 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 religious 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.

C. **Gain and deploy the skills needed to engage seriously with religions and worlds 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.

Wherever possible the children learn from authentic resources including visits to places of worship, visitors, artefacts, visual resources such as posters, ICT resources and photographs to bring the local communities of faith to life for pupils.
As a school we recognise that RE makes a key educational contribution to pupils' explorations of British values. Teaching the Nottinghamshire Agreed Syllabus for Religious Education will enable pupils at Lowe's Wong Infant School to learn to think for themselves about British values.

Assessment and Reporting to Parents and Carers

Progress is assessed and recorded against the Early Learning Goals - Personal, Social and Emotional Development and Understanding the World.

At the end of KS1, children at Lowe's Wong Infant School will have begun their journey on the Progression Steps in RE 1-3 (for most 5-7s) of the Agreed Syllabus.

Teachers will assess children's progress by marking work and through discussion and observations. Parents will receive feedback on their child's progress in RE in their end of year academic report.

Equal Opportunities

We believe that all children, irrespective of background, race, gender, capability and beliefs, should have full access to the RE curriculum wherever possible.

Teachers and children have the right to withdraw from Religious Education and should not be discriminated against for their religious opinions or practices.

We aim to foster positive relations to enable pupils to understand and respect those who have different views and beliefs from themselves.

Work is differentiated, where appropriate, to support children's learning and development. Individual children's IEPs are considered as required.

Health and Safety

Health and Safety procedures, as set out in the school's policy, will be adhered to in all lessons.

For outside visits, the recommendations for pupil/adult ratios and other guidelines on supervision from the County's Education Visits Policy will be followed at all times. Parents will be advised should there be any specific requirements for such visits.

The Role of the RE coordinator

- To review policy documentation jointly with staff.
- To monitor and evaluate the development, achievement and progression of RE throughout the school.
- Where appropriate, plan and lead training to enable staff to teach RE effectively.
- To liaise, observe and support the teaching and learning of RE where necessary.
- To keep up to date with current developments and advise the Head on future developments of RE.
- To maintain resources to support effective delivery of the RE curriculum.

The Role of the Headteacher

- To establish a whole school approach to RE.
- To keep staff, parents and governors informed.
- To ensure the RE coordinator understands what needs to be completed whilst providing resources and support.
- To monitor the quality of teaching and learning.

The Role of the Governors

The governors are encouraged to observe practice within the school on a regular basis.
They are also invited on educational visits.

Policy reviewed: by H Cunningham January 2022
Next review: 2026 (due date for next Nottinghamshire Agreed Syllabus)