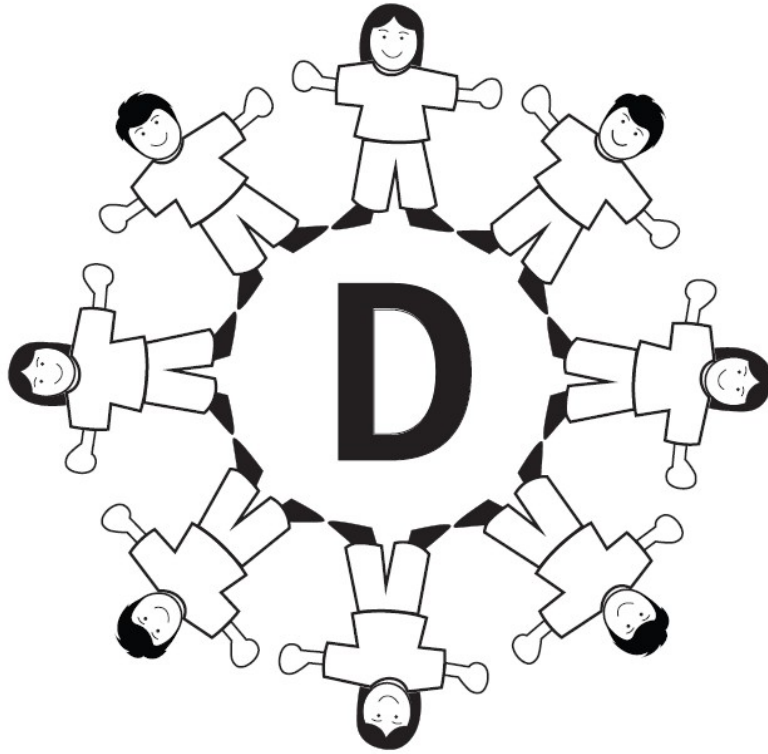


Dalestorth Primary and Nursery School



Religious Education Policy November 2024

Inclusive Religious Education

Religious Education at our school is inclusive, respectful, and open to all. We celebrate diversity and ensure that our RE curriculum reflects a wide range of beliefs and worldviews. Our aim is to foster understanding, empathy, and critical thinking, helping pupils to explore their own values while appreciating those of others.

Religious Education Intent

At Dalestorth Primary and Nursery School, we teach RE by meeting the requirements of the Nottinghamshire Agreed Syllabus. Our aim is to engage, encourage, inspire and challenge children, equipping them with the knowledge and skills to answer challenging questions. Religious Education allows children to ask deep and meaningful questions about their own faith and beliefs, and the beliefs, faith and opinions of others. At Dalestorth we develop the children's knowledge and understanding of the major world faiths and give them opportunities to reflect and develop their own spiritual knowledge and understanding. Religious Education is taught progressively throughout school, ensuring knowledge and skills are built upon. The teaching of Religious Education makes links with other curriculum areas, particularly PSHE and embeds the Dalestorth and British Values which enables children to participate positively within an ever-changing society and world.

We aim to achieve this by teaching knowledge and skills through high-quality sequences of lessons, which are designed to help children:

- Explore and discover a range of religions and worldviews through stories and varied experiences.
- Articulate their beliefs and views on religion and its influence on individuals and communities whilst respecting others.
- Investigate sources of wisdom or authority and make connections.

To develop our pupils as religiously aware children we:

- Enable them to understand that they are learning the subject of Religious Education and develop their knowledge of a range of world views.
- Encourage them to reflect on their own experiences and to formulate their own ideas, beliefs and values.
- Give them opportunities to appreciate and celebrate diversity.
- Encourage them to recognise what we hold in common and maintain a respect for shared human values that can be experienced, expressed and responded to in diverse ways.
- Give them opportunities to take part in group discussions and drama activities.
- Help them to develop moral and spiritual values, respect and tolerance, which enables them to appreciate and understand religions, cultures and ways of life different from their own.
- Give them opportunities to enter into meaningful dialogue with people of different beliefs and backgrounds.
- Make links with previous learning and revisit concepts and vocabulary.
- Refer to sticky knowledge and key vocabulary during the lesson and encourage them to communicate their knowledge and understanding by using specialist vocabulary.
- Provide challenging questions and allow them time to pose their own questions.
- Develop an enjoyment of learning through practical activities, discussion exploration and discovery.
- Use artefacts during lessons to develop their understanding.
- Use a wide range of films and animations to support learning.

Equal Opportunities and Inclusion

- All children are given access to a broad and balanced reading curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs (SEND).
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (EAL) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

SEND

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We do this by responding to each child's different needs. Level of challenge should not be altered, rather that we change the tools we give to the children, so that they can be successful. If a child is being tracked on BSquared they may receive a more individualised curriculum and may receive a different level of challenge as appropriate... See SEND policy for further details.

Curriculum Organisation

Foundation Stage

Religious Education in the Foundation stage follows the units set out in the Nottinghamshire Agreed Syllabus. The units are often interwoven into topic work covered throughout the year. Planning at Reception is based on the 'Development Matters' and 'Early Years Foundation Stage' documents. RE makes a significant contribution to children's knowledge and understanding of the world and their personal and social and spiritual development. RE in the foundation stage provides opportunities for children to investigate their feelings and relationships and to explore and wonder at the world around them. There are opportunities for them to think about how the choices they make and the things they do affect themselves and others. Stories, pictures, videos and artefacts help to provide insights into the beliefs, practices and lifestyles of different people.

Key Stage 1

Children in Key Stage 1 are taught RE in mixed ability class groups. RE is mainly taught in blocked areas of study as this helps to make the subject more coherent and meaning for children. Children will learn in depth about Christian and Jewish people whilst encouraged to think of their own beliefs. Aspects of RE are also taught through PSHE, Collective Worship, assemblies and festival celebrations e.g. circle time activities and birthdays. Children in Key Stage 1 will take part in the following extended curricular activities:

- Easter Workshop.
- Christmas Workshop.
- Jewish Workshop.
- Visit to a church.

Key Stage 2

In Key Stage 2, Religious Education is taught each week for 1 hour of study. Children will build upon their previous learning of Christianity to explore the religion in greater depth. Hinduism, Islam and other world views are introduced progressively, enabling pupils to compare and contrast them. Throughout their learning and during weekly class discussion time, pupils are provided with an open-forum in which they are invited and encouraged to articulate their own related beliefs, ideas, values and experiences. Whenever possible, inspirational people from different faiths and life achievements are invited into our school to explain their beliefs and goals to further enhance the learning of our children. As a pre-requisite skill, pupils are actively taught to show tolerance and respect – amongst other key British Values - towards one another. Children in Key Stage 2 will take part in the following extended curricular activities:

- Visit a Mandir.

- Visit a Church.
- Hindu workshop.
- Visit a Mosque.
- Islam workshop.
- Visit the Salvation Army Church.
- Visit the Holocaust Centre.

See the subject expectations document for more information.

Teaching and learning

When staff are planning and delivering RE sessions, they will use the guidance set out in the Teaching and Learning Framework. This may include teachers modelling their thoughts as a **critical thinker**, using retrieval of knowledge and subject specific sentence starters for writing and oracy work.

Assessment

See the Whole School Teaching and Learning Policy and subject expectations for more information.

Parental right of withdrawal from RE

This was first granted in 1944 when curricular RE was called '*Religious Instruction*' and carried with it connotations of induction into the Christian faith. RE is very different now – open, broad and exploring a range of religious and non-religious worldviews. In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. Parents have the right to withdraw their child from part of RE and can do so without giving any explanation.

Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE. If a teacher wishes to withdraw from the teaching of RE, a letter requesting this must be submitted to the head of the school and its chair of governors. If a teacher withdraws from the teaching of RE, the school must still make provisions for the pupils to receive their entitlement to RE.

If a pupil is withdrawn, the school has a duty of care to look after the pupil, but not to provide alternative education. Any arrangements made must not incur extra cost for the school. Most commonly, pupils sit at the back of the classroom. This time should not be used for other curriculum subject areas, e.g. extra maths or other lessons. Parents could send in RE materials for the pupil to work on during RE lessons.

Monitoring this Policy

SLT will ensure that staff are clear on the policy. Curriculum leaders will scrutinise work in RE to ensure the policy is being followed and feedback to the Head with regards effectiveness and issues that have arisen. It is the responsibility for all staff members to ensure they are clear on the expectations and ethos behind the RE policy and to seek clarification from SLT if unclear. The policy will be evaluated and reviewed with staff having an input into any changes.

Parents and Stakeholders

Any parent wishing to read the RE policy will be directed to the school's website. The policy will be shared with the governing body and all members of staff to ensure all are clear on the expectations.

POLICY REVIEW

This policy is to be reviewed every two years.

Policy written by L. Radford

Policy adopted: February 2021

Policy reviewed by H. Claxton November 2024

Policy due to reviewed: November 2026