



*'I can do all things through God, who gives me strength.'*

Philippians 4:13

Newton Solney CofE (VA) Infant School

## **Religious Education Policy**

## **Introduction**

In line with the Church of England's Statement of Entitlement for Religious Education, Newton Solney CofE (VA) Infant School ensures Religious Education is of high priority within the curriculum and is embedded within the ethos of the school. In accordance with the school's trust deeds and true foundations of the school, Christianity is central in our RE curriculum ensuring the children foster a rich and deep knowledge and understanding of Christian beliefs and practices. Through a range of infant friendly characters, the children develop a respect for other religions and those with no faith. The golden thread that weaves through all our RE lessons and everyday practice, from Reception to Year 2, is that everyone is special, unique and valuable. Everyone is entitled to believe in what they wish to believe and we can all be friends through mutual respect for others.

## **Statement of Intent**

The place of Religious Education at Newton Solney CofE (VA) Infant school is to inform our understanding and celebrate the Christian foundations of our wonderful school. Religious Education is of high priority within our whole school and curriculum. Our school vision is reflected in everything we do.

[Newton Solney CofE \(VA\) Infant School is a friendly, caring and happy family, where children are taught in a creative environment to reach their full potential within the love of Jesus.](#)

Religious Education explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religions and worldviews, reflecting on their own ideas and ways of living. Religious Education encourages deep thought and personal reflection which enhances spiritual, moral, social and cultural development.

The children develop a respect for other religions and those with no faith. Everyone is special, unique and valuable.

We strive to ensure the children of Newton Solney CofE (VA) Infant School are equipped with the skills needed to meet the challenges of our ever changing world and make their own positive contributions to our global society.

Our aim is to develop children's respectful attitudes towards others, including people with different faiths and beliefs and those with no faith or beliefs. We want to foster an understanding of diversity within the school, local community and wider area.

## **Legal Framework**

Newton Solney CofE (VA) Infant School takes account of its Church of England foundations in its delivery of Religious Education.

This policy has due regard to statutory guidance. Religious Education must be taught according to the locally agreed syllabus, Derbyshire and Derby City (2020-2025). Understanding Christianity is taught alongside the Derbyshire and Derby City Agreed Syllabus. This offers a coherent approach to the teaching and learning of Christianity alongside other world religions.

## **Legal parental right to withdraw**

At Newton Solney CofE (VA) Infant School we are an inclusive community but recognise that parents have the legal right to withdraw their children from Religious Education on the

grounds of conscience. In these instances, parents are invited to meet with the Headteacher and are asked to confirm their right to withdraw in writing.

### **Roles and responsibilities**

The subject leader (Mrs Gamble) is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Monitoring the learning and teaching of Religious Education, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out a regular audit of all religious education related resources.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of R.E, to other curriculum areas, including cross curricular and extra-curricular activities and enhanced provision /challenge based learning.
- Collating assessment data and setting new priorities for the development of religious education in subsequent years.

### **The class teachers are responsible for:**

- Acting in accordance with this policy.
- Ensuring progression of pupils' Religious Education skills, with due regard to the National Curriculum and Derbyshire Agreed Syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the National Curriculum.
- Liaising with the subject leaders about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader.
- Undertaking any training that is necessary in order to effectively teach the subject.

## **Early Year Foundation Stage (EYFS)**

- Religious Education is a compulsory part of the basic curriculum for all Reception age pupils, and is taught according to the Derbyshire and Derby City Agreed Syllabus and Understanding Christianity.
- Early Learning Goals outline what pupils should achieve by the end of Reception year. The National Curriculum is not taught.

## **National Curriculum**

All pupils within EYFS and KS1 are taught Religious Education in line with the requirements of the National Curriculum and the Derbyshire and Derby City Agreed Syllabus. We have drawn up a long term plan for our school.

The three religions we have chosen to study in depth are Christianity, Islam and Judaism with festivals from other religions e.g. Diwali, studied at relevant times. The religious background of all members of the school community are valued and utilised in our learning journey.

## **Cross-curricular Links**

Wherever possible, the Religious Education curriculum will provide opportunities to establish links with other curriculum areas.

- Collective Worship will provide additional opportunities for links but is discrete from the teaching of Religious Education.
- We are firmly committed to developing our children's 'courageous advocacy', helping our children realise the distinctive contribution they can make to their community.

## **Teaching and Learning**

Religious Education has a vital part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled.

In order to make Religious Education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

Each year group devotes a timetabled, one hour lesson each week to RE. Our current balance of teaching is 60% Christianity and 40% other faiths. We use the Agreed Syllabus for Religious Education developed by Derby City and Derbyshire and also the 'Understanding Christianity' materials as the basis for our curriculum.

## **Planning**

Our curriculum aims to build the foundations and core concepts of God/Creation, Incarnation and Salvation in Reception. The religions of Christianity, Islam, Judaism, Hinduism and non-faith are introduced within the Reception curriculum.

Term 1-AS-Being special- Where do we belong?

Term 2-UC- Why is Christmas special for Christians? (Incarnation)

Term 3-UC- Why is the word God so important to Christians? (God/Creation)

Term 4-UC – Why is Easter so special to Christians? (Salvation)

Term 5-AS- What places are special and why?

Term 6-AS-What times/stories are special and why?

Our Year 1 and 2 is a mixed class and our curriculum is on a two-year cycle. In Year 1 and 2 we revisit and review, through spiral planning, the core concepts of God/Creation, Incarnation and Salvation. The core concept of Gospel is introduced in KS1.

#### **Year A- Year 1/Year2**

Term 1-AS-What does it mean to belong to a Faith community?

Term 2-UC- Who do Christians say made the world? (Creation) plus Christmas (Incarnation)

Term 3-AS- Who is Jewish and what do they believe?

Term 4-AS – Who is Jewish and what do they believe? continued- plus Easter (Salvation)

Term 5-UC- What do Christians believe God is like? (God)

Term 6-AS-How should we care for the world and for others, and why does it matter?

#### **Year B- Year 1/Year2**

Term 1-AS-Who is a Muslim and what do they believe?

Term 2-UC- Why does Christmas matter to Christians? (Incarnation)

Term 3-AS- Who is a Muslim and what do they believe? Part 2

Term 4-UC – Why does Easter matter to Christians? (Salvation)

Term 5-UC- What is the good news Christians believe Jesus brings? (Gospel)

Term 6-AS-What makes some places sacred?

We feel our curriculum enables our children to be introduced to the core concepts of some world-wide religions and dig deeper developing their knowledge and theological ideas. Big questions are introduced to explore and challenge their thinking and reflect on ideas. The children all know they are all invited to share their ideas as there are no right or wrong answers.

Theological thinking and enquiry is at the heart of our planning with reflection and response times weaved into lessons and units of work.

### **Assessment and Reporting**

Pupils' work is assessed by staff and each child's progress is identified. Conclusions are drawn from a wide range of evidence over a period of time and refer to the Derby Diocesan Board of Education's End of Key Stage Attainments for RE at Key Stage 1. Work is assessed on a regular basis informally and at the end of each half term. Planning matches the children's needs.

Parents are invited into school to discuss their children's work in the Autumn and Spring terms and written reports are sent out annually in the Summer term. The school's open-door policy provides parents with the opportunity to discuss matters on an informal basis with staff. Teaching and Learning governors are involved in curriculum decisions and report to the Governing body.

### **Resources**

The subject leaders are responsible for the management and maintenance of R.E. resources.

### **Equal opportunities**

Our aim is to ensure that all pupils have equal opportunities to access the RE Curriculum. In the light of the Christian foundation of the school we strive to uphold the Christian belief that each child is of equal worth and value in the eyes of God and therefore of his/her fellow human beings.

Please see our Equality Information and Objectives Policy.

### **Monitoring and Review**

This policy will be reviewed on an annual basis by the subject leader.

**This Policy was reviewed by staff in July 2024.**

**It was reviewed and approved by the Teaching and Learning Committee in July 2024.**

**Next review date – July 2026**

Davinia Gamble

Headteacher

### **Related documents**

Religious Education Intent, Implementation, Impact statement.

Religious Education Progression and vocabulary.