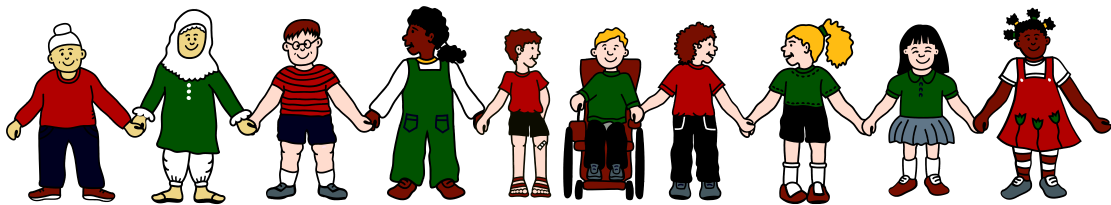


**THE GILES  
NURSERY  
AND  
INFANTS' SCHOOL**



**Religious Education Policy**

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<p style="text-align: center;"><b>The Giles Nursery And Infants' School</b></p>
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## **Religious Education (RE) Policy**

### **1 Aims and objectives**

**1.1** Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At The Giles Nursery and Infants' School we develop the children's knowledge and understanding of the major world faiths. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions.

**1.2** The objectives of teaching religious education in our school are to help children:

- develop an awareness of spiritual and moral issues arising in their lives
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain
- develop an understanding of what it means to be committed to a religious tradition
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
- develop investigative and research skills, and make reasoned judgements about religious issues
- have respect for other people's views and celebrate the diversity in society.

### **2 The legal position of religious education**

**2.1** Our school curriculum for religious education meets the requirements of the 1998 Education Act. The Education Act stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The Education Act allows parents to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the school governors. The Education Act also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral, and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Hertfordshire's Agreed Syllabus and it meets all the requirements set out in that document. The Education Act states that the RE syllabus should reflect the fact that religious traditions in Great Britain are in the main Christian, and that it

should, at the same time, take account of the teachings and practices of other major religions.

### **3 Teaching and learning style**

**3.1** We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

**3.2** Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions.

We use their experiences at religious festivals such as Easter, Diwali, Eid etc. to develop their religious thinking.

We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

**3.3** Children often share the work they have done in RE at assemblies. They take an active part in celebrations of Harvest and Christmas, to which their parents are invited.

**3.4** We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting tasks which are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks)
- Grouping the children by ability in the room and setting different tasks for each ability group
- Providing resources of different complexity, adapted to the ability of the child
- Using teaching assistants to support the work of individuals or groups of children

### **4 Curriculum planning in religious education**

**4.1** We plan our religious education curriculum in accordance with the Hertfordshire's Agreed Syllabus and use the Scheme of Work for Primary Religious Education. This ensures that the topics studied in religious education build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in religious education in three phases (long-term, medium-term, and short-term). The long-term plan maps the religious education topics studied in each term during each key stage. We teach religious education topics in conjunction with other subjects throughout the school. Cross-curricula suggestions are given in the Scheme of Work. Our medium-term plans give details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis.

**4.4** The class teacher writes the plans for each lesson and lists the specific key vocabulary, learning objectives and expected outcomes. They keep these individual plans and often discusses them on an informal basis with the RE subject leader.

## **5 The Foundation Stage**

**5.1** We teach religious education as part of Understanding the world 'People, Culture and Communities' to all children in the Foundation Stage. Activities are planned where religious education is an integral part of the topic work covered during the year. We relate the religious education aspects of the children's work to the objectives set out in the Early Years Foundation Stage which underpins the curriculum planning for children aged three to five.

## **6 Contribution of RE to the teaching in other curriculum areas**

### **6.1 English**

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking, and listening. Some of the texts that we use in English have religious themes or content, which encourages moments of reflection and discussion. We also encourage the children to write letters and record information, to develop their writing ability.

### **6.2 Personal, social and health education (PSHE) and citizenship**

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we may contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

### **6.3 Spiritual, moral, social, and cultural development**

Through religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and

values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

## **7 RE and Computing**

**7.1** Computing enhances religious education, wherever appropriate. The children select and analyse information, using the Internet and programs available on the school server. Digital photographs record a visit to a place of worship, and pupils can also find the various artefacts in churches by doing virtual tours on places of worship websites.

## **8 RE and inclusion**

**8.1** At our school we teach religious education to all children, whatever their ability and individual needs. Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs and Disabilities; More Able and Most Able and English as Additional Language (EAL).

**8.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

**8.3** We enable all pupils to have access to the full range of activities involved in religious education. Where children are to participate in activities outside the classroom (e.g., a visit to a local Church) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **9 Assessment for learning**

**9.1** Children demonstrate their ability in RE through a variety of different ways. Younger children might, for example, act out a famous story from the Bible, whilst older pupils might make a display of signs and symbols, both religious and secular. Teachers will assess children's work in religious education by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher assesses the work and gives the child written or verbal feedback to help guide progress. The teacher will record the attainment at the end of a unit of work and this information is used to assess the progress of each child and set new goals to allow the child to continue to make progress. At the end of the school year the teacher will pass information on to the next teacher.

## **10 Resources**

We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep a collection of religious artefacts for most of the world faiths which we use to enrich teaching in religious education. Each year group has at least one Bible in the classroom. The school library has a good selection of RE topic books.

## **11 Monitoring and review**

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. They are also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for RE in the school. The subject leader presents the Headteacher with an annual report which evaluates strengths and weaknesses in the subject and indicates areas for further improvement. They meet regularly with the Governor with responsibility for Religious Education.

**11.2** This policy will be reviewed at least every five years.

**Date: February 2023**

**Next Review: February 2028**