



# **PARKLANDS INFANT AND NURSERY SCHOOL**

## **Religious Education (RE) Policy**

Approved by the Governing Body of Parklands Infant & Nursery School

Date: October 2024

Signed: \_\_\_\_\_

Mrs K Merriman (Chair of Governors)



**Parklands Infant and Nursery School**  
**RE Subject Policy – October 2024**

**Section 1: Introduction to the Policy**

**Purpose**

The purpose of this policy is to describe our practice in RE and the principles upon which this is based.

**Aims**

This policy sets out to ensure consistency in the teaching and learning within RE across the school. This is to ensure that pupils are equipped with an understanding of the religious beliefs and values people hold, and the ways in which different religious and cultural backgrounds affect people's lives. We aim to be inclusive of all children, at the same time as celebrating their differences so that every child feels valued and supported, whatever their religious heritage or the fact that they may come from a humanist or secular family.

We use the Derbyshire and Derby City's agreed syllabus which aims for children to "participate in an on-going search for wisdom, through exploring questions raised by human experience and answers offered by the religions and beliefs of the people of Derbyshire and the wider community, so as to promote their personal development."

This policy supports our school mission statement of: "To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences".

It also supports our whole school ethos of developing the Parklands Person.



### **Consultation**

The policy was put together by Gemma Whittingham using The Derbyshire Agreed Syllabus for Religious Education 2020-2025. This document needs to be read in the planning and assessment of the subject. There will be consultation with teaching staff, pupils, parents/carers and school governors.

### **Intent**

At Parklands, it is our intent that all of our pupils learn about different religions, so that they have a good understanding of the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities, and cultures.

By following Jigsaw RE to deliver the Derbyshire Agreed Syllabus, we intend that Religious Education will:

- adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- develop a sense of awe, wonder and mystery.
- nurture children's own spiritual development.

## **Implementation**

RE is taught every half term throughout the year in line with Derbyshire and Derby City Agreed Syllabus for Religious Education 2020 - 2025. This year we have adopted the Jigsaw RE programme to support teachers with their planning although we regularly review the curriculum content as a whole school to ensure that it is progressive and is tailored to meet the needs and life experiences of our pupils.

It is important at Parklands, that RE is delivered within a safe, secure and supportive learning environment where pupils can question and reflect on both their own and others religious beliefs. We foster a reflective approach to learning by encouraging an open and honest enquiry, a growing self-understanding and respecting the rights of others to hold different beliefs.

A wide range of teaching styles will be used including enquiry, exploration, discussion, role play, drama, asking and answering questions. These learning opportunities will be further enriched with the use of assemblies, artefacts, visitors and visits where appropriate.

Children will be given the opportunity to reflect on prior learning through memory tasks and regular retrieval practise in order to build upon this to allow them to gain a deeper understanding and for knowledge to 'stick'. We also plan our lessons to promote the Parklands Person, so that children are able to make links between what they are learning about different faiths and the ethos of our school.

## **Impact**

Our RE curriculum will ensure that children acquire the age-related knowledge and skills required by the National Curriculum and Derbyshire Agreed Syllabus for Religious Education. Children will develop the language and vocabulary in order for them to talk with confidence and clarity about different religions and beliefs and have a secure knowledge and understanding of the world around them.

Our curriculum will allow children to develop self-confidence in relation to their own religious views whilst having a good understanding and appreciation of others. This will be further enhanced by links to PSHE, the Parklands Person and British Values. Children will be able to reflect on what they have learnt in school and transfer this to the wider community. Children will gain a broad and balanced understanding of RE, with their knowledge being built on and deepened each year.

The children at Parklands will enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children will be able to make links between their own lives and those of

others in their community and in the wider world. Through R.E. our children are developing an understanding of other people's cultures and ways of life, which they are then able to communicate and act upon as members of society. R.E. offers our children the means by which to understand how other people choose to live and to understand why they choose to live in that way. As such, R.E. is invaluable in an ever changing and shrinking world.

## **Section 2: Procedures and Practice**

### **Roles and Responsibilities**

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally- agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop teachers' expertise in RE.
- Organising the deployment of resources and carrying out annual audit of all related resources.
- Liaising with teachers across year groups.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT) as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Having an overview of assessment and ensuring teachers have a sound knowledge of assessing in RE to be able to assess pupil performance effectively.
- Being responsible for the planning and implementation of any Religious Education events which are run at Parklands.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.
- Advising on the contribution of RE to other curriculum areas including extra-curricular and cross- curricular activities, e.g. PSHE lessons.

The classroom teacher (s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the Derbyshire and Derby City agreed syllabus.
- Planning lessons effectively, using Jigsaw RE while ensuring a range of teaching methods are used to cover the content of the Derbyshire and Derby City agreed syllabus.
- Liaising with the subject leader 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 or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.

The governor for RE is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

### **Promoting SMSC through RE**

Pupils' **spiritual development** is shown by their:

- Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.
- Sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Use of imagination and creativity in their learning.
- Willingness to reflect on their experiences.

Pupils' **moral development** is shown by their:

- Ability to recognise the difference between right and wrong readily apply this understanding in their own lives.
- Understanding of the consequences of their behaviour and actions.
- Interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Pupils' **social development** is shown by their:

- Ability to recognise the qualities which are valued by a civilised society.
- Understanding and being able to ask questions about the social impact of religion.

Pupils' **cultural development** is shown by their:

- Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.
- Willingness to participate in and respond positively to artistic, sporting and cultural opportunities.
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity.
- Engagement with text, artefacts and other sources from different cultures and religious backgrounds.

## **Fundamental British Values through RE**

### **Mutual Respect and Tolerance of Different Faiths and Beliefs**

In the RE curriculum attention focuses on developing mutual respect of different faiths and beliefs. Pupils will be challenged to respect other persons who see the world differently to themselves as well as learning about the traditions, celebrations and cultures of those of other faiths.

### **Democracy**

In RE pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating questions, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

### **The Rule of Law**

In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities.

### **Individual Liberty**

In RE, pupils develop an awareness of their freedom to choose what they believe and teaches them to respect the choice of others. The children are also taught to take responsibility for the choices they make.

## **Special Educational needs and Disabilities (SEND) in RE**

At Parklands Infant and Nursery we are committed to equality and inclusion regardless of ability. In accordance with the Special Educational Needs and Disabilities Policy, children with special educational needs or disabilities are included in all lessons. Class Teachers are expected to ensure that appropriate support or adaptations are in place where needed in order for every pupil to access the learning and in accordance with support plans or Educational Health and Care plans.

In RE, support/adaptions could include:

- Providing additional support materials e.g. visual aids such as photographs, Makaton symbols, PECS, coloured paper, ICT, concrete resources.
- Additional adult support for children that require extra support in lessons.
- Modifying tasks (e.g. working on the same learning objective but with an alternative way of recording the information such as using the iPad to record the children verbally).
- Ensuring that activities and trips are accessible for specific needs.
- Breaking down tasks into small steps, giving children achievable goals.

At Parklands we believe children with special educational needs or disabilities must be given every chance to demonstrate their knowledge in order to reach their full potential in RE. Please see our SEND policy for more information about how Parklands can support children with Special Educational Needs and disabilities.

### **Section 3: Aspects**

#### **Legal requirements of RE**

RE must be provided for all registered pupils in state-funded schools in England, unless withdrawn by their parents. It is a necessary part of a 'broad and balanced curriculum'. Our school RE curriculum is based on the Derbyshire agreed syllabus for Religious Education 2020 - 2025 and it meets all the requirements set out in that document. The agreed syllabus has a duty 'to take care that information or knowledge included in the curriculum is conveyed in a pluralistic manner' and 'must accord equal respect to different religious convictions, and to non-religious belief'. Note that the term 'religion' encompasses both religious and nonreligious beliefs.

In Foundation Stage 2 we are required to teach an average of 36 hours per year.

In Key Stage 1 we are required to teach an average of 36 hours per year.

This Year our RE curriculum is covered by Jigsaw RE which meets the requirements of our locally agreed syllabus.

#### **Planning**

We plan our religious education curriculum in accordance with the Derbyshire LEA's Agreed Syllabus using Jigsaw RE. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

Through teaching 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 through the study of moral and ethical questions. 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 to enable them to develop their knowledge and understanding of the cultural context of their own lives.

#### **Early Years Foundation Stage (Nursery and Reception)**



Planning for R.E. in EYFS will follow the requirements of the 'Early Years Foundation Stage' through the strand of 'Knowledge and Understanding of the World'. They will use the Jigsaw RE enquiries (mapped below) to structure and supplement their provision. The children will cover a range of religious stories and celebrations, as well as discussing special people and places. This will allow them to:

- Gain an awareness of the cultures and beliefs of others.
- Feel a sense of belonging to their own community and place.
- Begin to think about similarities and differences between themselves and others, also between families, communities, and traditions.

The enquiries covered in EYFS are:

- What makes people special?
- What is Christmas?
- How do people celebrate?
- What is Easter?
- What can we learn from stories?
- What makes people special?

### **Key Stage 1**

Jigsaw RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of teaching and learning theories and the need for adaptive teaching. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied. Teachers also ensure that they build upon and constantly refer back to the knowledge gained in the Early Years.

Christianity is taught in each year group as well as Islam and Judaism to reflect the needs of the current demographic.

### **Year 1**

<b>Jigsaw RE Enquiry</b>	<b>Worldview</b>
What do Christians believe about God?	Christianity
What gifts might Christians in my town have given to Jesus if he had been born here rather than Bethlehem?	Christianity
Who's God to Jews?	Judaism
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity
Is Shabbat important to Jewish children?	Judaism
Does visiting the synagogue help Jewish people feel closer to God?	Judaism

### **Year 2**

<b>Jigsaw RE Enquiry</b>	<b>Worldview</b>
Is it possible to be kind to everyone all of the time?	Christianity
Why do Christians believe God gave Jesus the world?	Christianity

Who's God to Muslims?	Islam
How important is it to Christians that Jesus came back to life after his crucifixion?	Christianity
How important is the prophet Muhammad to Muslims?	Islam
How important is the Qu'ran to Muslims?	Islam

## **Teaching and Learning**

A variety of teaching and learning methods are used in our teaching of RE in order to develop children's knowledge, skills and understanding. Teachers will carefully plan their lessons to ensure that knowledge is deepened and developed as part of RE lessons without causing cognitive overload using a range of strategies. Previous knowledge is constantly referred to and built upon so that children can make meaningful links between what they learn. The RE lead has developed knowledge organisers as a tool to aid memory retrieval. Key vocabulary is modelled, repeated and displayed to ensure children's understanding and encourage their use of it. Children are encouraged to be the talkers with methods such as talk partners, peer support and self assessment. Children will use technology in lessons where it enhances their learning. They take part in discussions and have the opportunity to present their work to the rest of the class.

## **Experiences and opportunities**

Pupils have an entitlement to a range of experiences and opportunities that can enrich and broaden their learning in Religious Education. The teaching and learning should be planned to ensure that all children have opportunities to:

- listen to and talk about appropriate stories which engage children;
- directly experience religion – engage with artefacts, visit places of worship (with a focus on experiences and symbols), listen and respond to visitors from faith communities;
- get to know and use religious words accurately e.g. God, Qur'an, synagogue, church, prayer;
- use all five senses – smell (e.g. incense, flowers); taste (e.g. special foods); see and touch (e.g. religious artefacts); hear (e.g. chants/hymns/prayers/bells / religious music and songs);
- make and do – make festive food, role play, dress up, dance, be creative with colour, sound, movement;
- have times of quiet and stillness and think about why being still might be good;
- reflect upon their own experiences, beliefs, ideas or values;
- talk about their own experiences;
- use their imagination and curiosity to develop their appreciation and wonder of the world in which they live;

- begin to use ICT to explore religious beliefs and beliefs as practised in the local and wider community.

### **Assessment**

All lessons have clear learning objectives, which are shared and reviewed with the pupils effectively. A variety of strategies, including questioning, discussion and marking, are used to assess progress. The information is used to identify what is taught next.

RE will be an on-going assessment of the children's skills, knowledge and understanding. Teachers within year groups and key stages will moderate decisions and the RE lead will carry out monitoring exercises which ensure teacher judgements are correct.

In the Early Years the Early Learning Goal is used at the end of the year and is based on professional judgement of the teachers and supported by a range of evidence gathered from Tapestry observations and focus tasks throughout the year.

In Key stage 1 termly assessments are carried out and recorded on our 'insight' tracking system. Teachers make ongoing assessments through the use of feedback sheets and feedback sessions which address any children who needed further support, misconceptions or children who have exceeded expectations.

### **Visits, Visitors and Special Occasions**

It is our aim to invite more visitors into school to help promote and reinforce areas of our R.E. curriculum. This will include guests linked to our whole school religious celebrations, visits to local churches to share in their festivals and celebrations such as Easter, Harvest and Christmas. We also aim to ensure that by the end of Year 2, children have had the opportunity to visit a non-Christian place of worship.

### **Monitoring**

The RE subject lead is responsible for monitoring the standards of children's work and the quality of teaching. The leader supports colleagues in the teaching of RE by addressing CPD needs and by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school. The subject lead is also responsible for reviewing developments for RE identified on the School Improvement Plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement. Monitoring exercises are carried out termly in accordance with the RE action plan. Reports are shared with staff and the responsible governor.

### **Child protection and Safeguarding**

Parklands Infant and Nursery School operates a whole school approach and ethos to safeguarding and protecting children. The Religious Education policy adheres to our school Safeguarding and Child Protection Policy.

#### Online Safety

When using technology, pupils will be reminded about online safety and will be encouraged to take responsibility for this themselves following protocols in a child-friendly way. Posters reminding them about online safety are displayed in every classroom.

#### Anti-bullying/Discrimination/Equal Opportunities

It is an expectation that all children are able to participate fully in RE lessons without fear of bullying or discrimination. The Parklands Person ethos and Jigsaw RE Learning Charter may be referred to, to ensure all children are treated fairly and with respect. They will understand how to report anything they are uncomfortable with and know who they can talk to if they are worried.

#### Health and Safety

Children will be reminded about using equipment safely in RE lessons and the clearly identifiable Safeguarding Team can be used to focus children on safe classroom behaviour.

All of the above will be monitored by the class teachers teaching the lessons. The RE lead may also carry out monitoring using Pupil Voice to ensure all children are aware of how to be and feel safe.

#### **Parent/Carer Partnership**

Parents and carers have an important role to play in helping our pupils learn about RE.

An individual's parent may be invited to help support certain aspects of the curriculum where their personal knowledge will add additional wealth of expertise in acquiring and developing knowledge or an understanding of the influence of beliefs, values and traditions of individuals and communities.

From time to time children may need to know about their own lives to compare with others and children may need to ask parents for help with homework and obtaining information.

An RE page is available on the school website which gives an outline of the subject for parents.

Parents are regularly informed of their child's development in RE through Focus child meetings and end of year reports.

#### **Section 4: Conclusion**

#### **Monitoring and Review**

The governor with responsibility for RE is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the subject leader and consideration of the evidence gathered in the

subject file. The governor will report on this to the curriculum committee. The work of the subject leader is also subject to review by the head teacher as part of our performance management arrangements.

### **Other Documents and Appendices**

The RE policy should be read in conjunction with our policies for Curriculum, Teaching and Learning, Assessment, Child Protection and Safeguarding, SEND, SMSC, PSHE, the Derbyshire Agreed Syllabus for Religious Education, National Curriculum in England: Primary Curriculum, EYFS Statutory Framework and EYFS Development Matters (non-statutory).

### **Governor Approval and Review Dates**

The policy is to be reviewed annually.