

# FOREFIELD COMMUNITY INFANT AND NURSERY SCHOOL



## Religious Education Curriculum Policy



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### **1. Introduction**

At Forefield Community Infant and Nursery School the aim of RE is to promote our children to be inquisitive about important human questions which religion and world views address. We want children to develop the understanding and skills needed to appreciate different responses to these questions as well as develop responses of their own.

### **2. Intent**

At Forefield Community Infant and Nursery School we believe that Religious Education is a key part of the curriculum. We recognise that high quality Religious Education provokes challenging questions about the meaning and purpose in life, beliefs about God, real life, issues of right and wrong and what it means to be us.

We learn about different beliefs, cultures and religions in local, national and global contexts. We encourage children to evaluate ideas from different sources, to develop and express their own thinking and to respect others views.

Our teaching at Forefield should therefore equip children to develop their knowledge and understanding of a range of religious and worldviews. Children will be given opportunities to gain respect on their own personal response to important questions to which religious and non-religious views respond. Children here at Forefield will be encouraged to talk about their own personal beliefs, ideas, values and experiences while respecting the right to be different.

***'Learning and growing together through RE'***

### 3. Implementation

At Forefield Community Infant & Nursery School we follow the Sefton Agreed syllabus for RE.

The curriculum for RE aims to ensure that all children:

**Know about and understand a range of religious and non-religious worldviews so that they can:**

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:**

- explain, using reasoned arguments, 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, including ethical issues
- appreciate and appraise varied dimensions of religion.

**Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:**

- investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate clearly beliefs, values and commitments in order to explain why they may be important in their own and other people's lives.

#### **What religions and worldviews are to be taught?**

The Sefton agreed syllabus requires that all pupils study Christianity in each key stage. In addition, pupils will study the principal religions represented in the UK, in line with the law. These are Islam, Hindu dharma, Sikhi, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all our classrooms. Non-religious worldviews, including 'organised' examples such as Humanism, will also be the focus for study.

Religious traditions are to be studied in depth as follows:

### **Nursery (3-4 year olds)**

Children will share religious stories of personal significance and celebrate and learn about religious festivals. Activities children engage in during their nursery years are experiences which provide the building blocks for later development. At Forefield we will start with things which are familiar to the children and providing lots of hands-on activities and learning are important parts of pupils' learning at this stage.

### **Reception (4-5 year olds)**

Children will encounter Christians and people of other faiths, as part of their growing sense of self, their own community and their place within it.

### **Key Stage 1 (5-7 year olds)**

Children will explore Christianity and the Muslim and Jewish faiths. They will encounter and respond to a range of stories, artefacts and other religious materials and learn to recognise that beliefs are expressed in a variety of ways. The children will begin to use specialist vocabulary and begin to understand the importance and value of religion and belief, especially for other children and their families. They will talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

This will provide a firm foundation for our children moving to Forefield Junior school.

Key Stage 2 (7-11 year olds) who will go onto to study Christians, Muslims, Hindus and Jewish faiths.

## **4. Impact**

The impact of our high quality RE curriculum will be to develop children who:

- Can talk confidently about a wide range of religions and religious traditions and what they mean in the context of local, national and global issues
- Know about the rich traditions of religion and respect others traditions if they are not the same as ours.
- Can listen to a range of religious and non-religious stories and discuss their importance
- Can use own voice confidently and expressively to discuss, reflect and comment on world views and their own beliefs.
- Can ask questions and reflect on their own feelings and experiences
- Can talk confidently about a place of worship they have visited and understand its importance.

### **EYFS End Points**

Early Learning Goals from the DfE 2020 Guidance applied to RE state that children should encounter religions and worldviews through exploring books, times, special people, places and

objects and by visiting places of worship. They should listen to and talk about religious stories. Children can be introduced to new vocabulary including subject specific words and use all their senses to explore beliefs, practices and forms of expression. They can ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the natural world in which they live.

**Prime area: Communication and Language. RE enables children to:**

- Listen attentively and respond with questions, comments and actions to a wide range of stories from different religions and worldviews.
- Hold conversation and make comments about the religious materials, artefacts, songs, stories and celebrations they encounter, using new vocabulary.
- Participate in discussions offering their own ideas about religion and belief using recently introduced religious vocabulary.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

**Prime area: Personal, Social and Emotional Development. RE enables children to:**

- Understand their own feelings and those of others, stimulated by religious materials and ideas.
- Give focused attention to religious materials such as worship, story, festival, song, community living.
- Confidently talk about simple values, right and wrong, and good or bad behaviour.
- Co-operate and take turns with others, showing sensitivity to their own and others' needs and feelings. Specific area: Literacy. RE enables children to:
- Demonstrate understanding of religious stories and narratives using recently introduced vocabulary to retell stories.
- Enjoy and learn from discussion and role play about religious stories, non-fiction, rhymes, poems and songs.
- Use RE examples to write simple phrases or sentences that can be read by others.

**Specific area: Mathematics. RE enables children to:**

- Recognise, create and describe some patterns, sorting and ordering objects simply.

**Specific area: Understanding the World. RE enables children to:**

- Talk about the lives of people around them, understanding characters and events from stories.
- Describe their immediate environment - e.g. on a visit to a place of worship.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.

- Explore the natural world around them, making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

**Specific area: Expressive Arts and Design. RE enables children to:**

- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively.
- Sing, perform and learn from well-known songs in RE imaginatively and expressively.
- Develop their imagination and expression using RE content in relation to art, music, dance, imaginative play, and role play and stories to represent their own ideas, thoughts and feelings.
- Respond in a variety of ways to what they see, hear, smell

**Key Stage One End Points**

At the end of Key Stage One, children at Forefield Community Infant and Nursery School should:

<u>Believing</u>	<u>Expressing</u>	<u>Living</u>
Know about and understand a range of religious and non-religious worldviews.	Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	Gain and deploy the skills needed to engage seriously with religious and non-religious worldview
Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them	Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry
Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Find out about and respond with ideas to examples of co-operation between people who are different
Recognise some different symbols and actions which	Notice and respond sensitively to some	Find out about questions of right and wrong and begin to

express a community's way of life, appreciating some similarities between communities	similarities between different religious and non-religious worldviews	express their ideas and opinions in response
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## 5. Assessment

At Forefield Community Infant & Nursery School, our bespoke curriculum assessment system, using Classroom Monitor, allows teachers to assess progress and attainment of children against both knowledge and skill based learning objectives.

Teachers will informally assess during lessons and give oral feedback sharing ways in which children can improve. Observations ensure accurate assessment of children's attainment against learning objectives within lessons. Assessment activities can take place in different forms e.g. circle time, questioning, scenarios, roleplay, hot seating, brainstorm, simple worksheet etc.

Teachers will sometime use iPads to record performances and to record and evidence children's progress over a sequence of lessons. This evidence may be uploaded to our RE curriculum folders or to Classroom Monitor for moderation of assessment and monitoring of the curriculum.

An RE data capture will occur three times per academic year to support subject monitoring and ensure all children are making progress towards the end points of their year group/phase.

## 6. Reasonable Adjustments

Within the RE curriculum, teachers will make reasonable adjustments for all children through differentiation, adult support, alteration of equipment and level of challenge to meet the needs of all children in the class. Class teachers can seek advice from the RE subject leader and/or SENDCo to ensure reasonable adjustments are made for all children.

## .7 The Right to Religious Education

At Forefield Community Infant and Nursery School we understand that RE is for all pupils: It is a statutory part of the curriculum.

*RE must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).*

It is a necessary part of a 'broad and balanced curriculum'.

## Right of withdrawal

This was first granted when religious education was religious instruction and carried with it the connotation of induction into the Christian faith. RE has been very different from this for some time. It is inclusive and wide-ranging, exploring a range of religious and non-religious worldviews. However, in the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. At Forefield Community Infant and Nursery School we respect the parental right. Parents who wish to withdraw their children, because of personal choice or religious affiliations are permitted to do so, once they have made a formal written request to the school, and this has been agreed by the Headteacher.

## 8. SMSC

Opportunities to promote children's spiritual, moral, social and cultural development is threaded throughout our RE curriculum. During weekly celebration assemblies, children will be given time to reflect, respond and value others.

### SMSC in RE lessons:

SMSC development describes the ideal spirit of the school. RE can support this by promoting:

- **Self-awareness:** offering opportunities for pupils to reflect on their own views and how they have been formed, as well as the views of others
- **Curiosity:** encouraging pupils' capacity for critical questioning, such as by keeping big questions in a 'question box' or as part of a wall display, and allowing time and space where these questions can be addressed to show that they are important
- **Collaboration:** utilising lesson techniques which engender group collaboration and communication such as, circle time, debates, or group investigations
- **Reflection:** providing a space to reflect on pupils' own values and views, as well as those of others, and to consider the impact of these values
- **Resilience:** promoting a spirit of open enquiry into emotive or complicated questions, in order to learn how to cope with difficult ideas when they arise in the future
- **Response:** exploring ways in which pupils can express their responses to demanding or controversial issues
- **Values:** promoting an ethos of fairness and mutual respect in the classroom and compassion and generosity in pupils through exploring inspiring examples of these qualities in others
- **Appreciation:** encouraging pupils' ability to respond with wonder and excitement by exploring some of the marvels and mysteries of the natural world, of human ingenuity, and examples of the capacity of humans to love, create, organise and overcome adversity

- **Valuing others:** in exploring the views of others, young people are well-prepared in RE to appreciate the uniqueness of all humans and their moral value. and to act in the world and towards others accordingly.

## 9. Role of Subject Leader

The role of the subject leader is to:

- Ensure high quality RE lessons are taught across EYFS and Key Stage 1 through our agreed broad and rich RE curriculum.
- Provide subject specific guidance/CPD to colleagues.
- Monitor the RE curriculum delivered to children across the school, highlighting strengths and areas for further development.
- Monitor the progress and attainment of children in school in RE.
- Manage resources including maintaining/replenishing artefacts to support delivery of a high-quality curriculum.
- Liaise and work with the Sefton RE Hub and other external agencies who provide RE support and provision to children/staff.
- Support staff and co-ordinate visitors and appropriate Year group visits for children to participate in.
- Stay up to date with changes, new initiatives and research that would enhance and support the development of RE at Forefield Community Infant and Nursery School.

## 10. Equality Statement

The RE curriculum adheres to our school Equality Policy. It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, gender, race or ability. We are an inclusive school and teach RE to all children, respecting individual needs. The RE curriculum takes into account issues of difference including: gender, race and ethnicity. The RE curriculum ensures RE from across a wide range of genres and cultures is listened to, taught and key features explored. Children are also given opportunities to learn about different religions and discuss questions on a local, national and global context.