



ELMTREE INFANT AND NURSERY SCHOOL

RELIGIOUS EDUCATION POLICY

Version	Date	Author	Description of changes

This Policy is intrinsically linked with and is informed by other school documents including:

- Teaching and Learning policy
- Marking and Feedback
- Equalities and Cohesion policy
- Foundation Stage policy
- Special Educational Needs policy
- PSHE policy

This policy outlines the guiding principles by which this school will implement Religious Education learning in the context of the school's curriculum policy statement and its staffing, health & safety and equal-opportunities policies.

Intent

Religious Education (RE) has an important contribution to make to the overall education of our children. RE plays a key role in enabling children to achieve and prepares them for the opportunities, responsibilities and experiences of life in modern Britain and the wider world. It makes a critical contribution to pupils' spiritual, moral, social and cultural development and to the promotion of fundamental British values.

At Elmtree the children begin to meet the four aims of the Buckinghamshire Agreed Syllabus for Religious Education 2022-2027:

- To understand the nature, role and influence of religion and worldviews, locally, nationally and globally.
- To reflect on questions of meaning, purpose and value.
- To formulate reasoned opinion and argument.
- To enter into meaningful dialogue with people of different beliefs and backgrounds, appreciating and celebrating diversity, recognising what we hold in common, and respecting a shared humanity that can be experienced, expressed and responded to in diverse ways.

The Agreed Syllabus defines the educational purposes of RE:

1. To learn more about themselves and their place in the world **from** their study of religion and worldviews.
2. So that they can learn **about** religions and worldviews which have influenced the lives of millions of people and heavily influenced the development of different human cultures.

These two purposes work together and should not be treated separately.

Implementation

Elmtree follows the Buckinghamshire Agreed Syllabus for Religious Education 2022-27

EYFS

RE in the Nursery and Reception is structured through the Early Years and Foundation Stage Curriculum and not through the Agreed Syllabus itself. Learning starts from the children themselves and is developed as part of the curriculum area 'Understanding the World.' Learning comes through play and adult-led experiences, by looking at artefacts, listening to and acting out stories, welcoming visitors and exploring food, clothes, music and art.

In the Nursery the children explore special times for their own families, the school community and the local community. They explore the natural world and begin to understand the importance of respecting and caring for living things.

In Reception the learning in RE is grouped into three termly areas: 'Magical Me', 'People Who Help Us' and 'Stories'. 'Celebrating Our World' is taught throughout the year so that children can explore festivals when they occur.

Year Group	Autumn Term	Spring Term	Summer Term
Nursery	Special times for ourselves, our school, and the community		
	Birthdays Celebrations	Celebrations	The Natural World Celebrations
Reception	Magical Me	People Who Help Us	Special Stories
	Celebrating Our World	Celebrating Our World	Celebrating Our World

KEY STAGE 1

Elmtree follows the recommendation in the Bucks Agreed Syllabus for RE 2022-2027 that at Key Stage 1 pupils should study Christianity and one other Abrahamic religion (which should be Judaism) in depth. One Dharmic religion is also referenced (Hindusim), as well as non-religious backgrounds and world views.

In recognition that many of our pupils' faith background is Islam, planning should reflect this and opportunities should be provided for the children to share their experiences, especially at times of religious celebrations.

The Agreed Syllabus contains a framework for Key Stage One comprising 8 areas for enquiry. These have been allocated to year groups to ensure coverage and progression. They are used by teachers to create the medium term plans for each year group:

Year Group	Autumn Term	Spring Term	Summer Term
Year 1	<p>Special Things What makes some things sacred to some groups of people?</p> <p>Important People What makes some people so important?</p>	<p>The Natural World Why is it important to look after our world?</p>	<p>Important Places Why are some places so important?</p>
Year 2	<p>Special Occasions Why do we celebrate important occasions?</p>	<p>Sacred Books What makes some stories so important to different people?</p> <p>Special Occasions Why do we celebrate important occasions?</p>	<p>Who I Am What does it mean to be me?</p> <p>Belonging How important are the groups people belong to?</p> <p>Special Occasions Why do we celebrate important occasions?</p>

The Special Occasions unit is ongoing throughout Year 2 so that children can study the celebrations when they occur. At each Key Stage Christianity should have more time devoted to it than the other religions taken together.

Teaching and learning strategies

RE will usually be taught by a qualified teacher. The teachers of parallel classes work closely together to ensure equality of provision. By following the Agreed Syllabus areas for enquiry and the areas for learning in the EYFS it is possible to ensure continuity and progression.

Teaching and learning begins with the children's own experiences and then moves on to exploring different religions and beliefs. The children develop their ability to reflect on these and to put their own experiences and beliefs into context.

Children are introduced to subject specific vocabulary and encouraged to raise questions and begin to express their own views in response to the material that they learn about.

Learning experiences should include opportunities to play, talk, listen, discuss, explore, create and reflect; in response to personal experience, artefacts, stories, visits and visitors, art, music and IT.

In Key Stage 1 learning is recorded in individual RE books.

Parents may request that their child be wholly or partly withdrawn from RE lessons and the child must be excused attendance. Alternative education would be provided for any children who are excused.

Resources

Resources for each study unit are available in the RE section of the resource room. These resources include artefacts, books and teaching information on Christianity, Judaism and other religions. BBC bitesize is used for video clips where appropriate.

Impact

Formative assessment is used throughout the EYFS and KS1 to inform future planning.

At the end of the EYFS children are assessed against the Early learning Goals.

In Key Stage One the children are assessed termly, at the end of each unit.

By the end of Key Stage 1 most pupils will be able to:

1. Retell stories from different religions and traditions and explain what they think they teach people.
2. Recognise some religious phenomena and can say what religion these are from and say something about their meaning.
3. Recognise that religions share things in common and have real differences.
4. Talk about what is important to themselves and others and give a reason why.
5. Ask appropriate questions about the religions they explore and can give a good reason for their own and other people's beliefs and opinions.

Equal opportunities in RE

RE is taught within the guidelines of the school's equal-opportunities policy.

- We ensure that all our children have the opportunity to gain RE knowledge and understanding regardless of gender, race, class, physical or intellectual ability.
- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- We aim to teach RE in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We value RE as a vehicle for the development of language skills, and we encourage our children to talk constructively about their RE experiences.
- RE is closely linked with PSHE
- We recognise the particular importance of first-hand experience for motivating children with learning difficulties.
- We exploit RE's contribution to children's developing creativity; we develop this by asking and encouraging challenging questions and encouraging original thinking.