John T. Rice Infant and Nursery School

RE Policy

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Introduction

This policy is a statement of the aims, principles and the strategies for the teaching and learning of Religious Education at John T. Rice Infant School. We understand that spiritual, moral, social and cultural values are important in the education of all children. We aim to create a welcoming atmosphere for all pupils from religious communities and for those with little or no faith. We aim to give an understanding of different religions as the children learn about them. From this understanding we hope the children are informed about the world in which they live, can reflect upon it, and can therefore learn from religion.

At John T. Rice Infant School we have high expectations of children's work and celebrate children's achievements, fostering self-esteem and confidence.

INTENT

Aims

In Religious Education we aim for the children to have:

- A sound knowledge of Christianity and some knowledge of other world religions.
- An understanding of and the ability to respond to their knowledge of these religions.
- An understanding of the influence of beliefs, values and traditions on individuals, societies, communities and cultures.
- An enhanced spiritual, moral, cultural and social development through, a developing awareness of the questions of life, their own experiences and through reflecting on their own beliefs and values.
- A positive attitude to other people, respecting their right to different beliefs and towards living in a society of diverse religions.
- Developed enquiry and response skills through language listening and empathy.
- A sense of awe and wonder for the world around them.

Objectives

To teach using the Nottinghamshire Agreed Syllabus for Religious Education.
To teach an R.E. curriculum which is non-denominational and which is not designed to convert pupils.

To give a curriculum which reflects the fact that Christianity is the main belief in Great Britain and therefore the relative content devoted to Christianity predominates.

Pupils should be taught to:

- 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;
- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;
- Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.
- Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves
- Notice and respond sensitively to some similarities between different religions and world views.
- 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
- Find out about and respond with ideas to examples of co-operation between people who are different;
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

IMPLEMENTATION

Teaching and Learning

Our Curriculum

Our curriculum has been designed to be engaging, broad and rich. It is a curriculum that evolves, based on the needs of our children and changes in the world around us. It takes into account the local context of the school, experiences and backgrounds of our children and provides them with the relevant and memorable learning experiences to enable them to become well rounded, successful citizens. Our school vision, values and ethos are interwoven within this vibrant curriculum.

Planning

Our long term planning is based on a two year planning cycle (Cycle A and Cycle B) with a different topic each half term and a planned in visit or visitor. The RE long term planning is a one year cycle which runs parallel to this, based on the Nottinghamshire Agreed Syllabus.

The Key Stage One team meet half termly to complete the medium-term planning. To ensure that the themes provide adequate coverage and progression through Years 1 & 2, the curriculum leader has written a progression document containing details of the vocabulary and breadth of study to be taught. This then provides the basis for the medium-term planning. This document also gives details of each lesson objective, vocabulary and necessary knowledge. One teacher will plan this to ensure consistency through the classes.

When planning the individual lessons, we use subject specific slides which include: -
· An "RE" slide to explain what RE is.
· A "Being a Religious Expert" slide to explain the disciplines needed.
· A learning objective slide that is "child friendly"
· A prior knowledge slide containing high level questions to check understanding.
· A "Necessary Knowledge" slide containing the knowledge the children need to know.
· A vocab slide including dual coding

IMPACT

Monitoring and Assessment

Children are informally assessed during lessons, through questioning and performance which will be used formatively to inform future planning. Summative assessments are used at the end of each term using Arbor, to show progression throughout Key Stage One.

Work is evidenced in floor books and through class learning walls. The RE subject leader (with either the SLT or teaching staff) will monitor the quality and consistency of this work. Planning will be looked at to monitor coverage and progression of RE across the key stage.

Oracy

Oracy activities are encouraged within RE whenever possible. These should be linked to the learning objectives for Spoken Language taken from the National Curriculum for English.

Equal Opportunities

At John T. Rice Infant School we are aware of the need for equality of access for all children. Our staff believe strongly in creating equal opportunities for all children and work to this aim. We introduce and build upon the children's awareness of equal opportunities including the development of respect and understanding of multi-cultural, gender and S.E.N. issues.
John. T. Rice Infants is committed to ensuring equality of opportunity in line with the Equality Act 2010. We aim to reduce disadvantages, discrimination and inequalities of

opportunity, and promote diversity in terms of our pupils, our workforce and the community in which we work.
We will assist our pupils in achieving to their very best potential. Where pupils experience barriers to their success, we will work with them to address these in a sensitive and sympathetic way. We will teach our pupils the importance of equality and what forms discrimination can take and the impact discrimination can have.
We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law. The Protected Characteristics that apply to schools are:
• Age (in relation to staff only);
• Disability;
• Gender re-assignment;
• Marriage and civil partnership (in relation to staff only);
• Pregnancy and Maternity;
• Race;
• Religion Faith or Belief;
• Sex; and
• Sexual orientation.

E-Safety

Whilst using a wide range of technologies to teach R.E, we need to ensure children are safeguarded. E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

E-Safety depends on effective practice at a number of levels:

- Responsible ICT use by all staff and pupils; encouraged by education.
- Sound implementation of e-safety policy in both administration and curriculum, including secure school network design and use.

Collective Worship

Collective worship is not part of our syllabus for R.E. However, our collective worship can involve R.E. We understand that collective worship of a Christian character plays an important part in the promotion of spiritual, moral, social and cultural development of pupils. Our collective worship is linked to the Jigsaw PSHE and R.E. work taking place in classrooms, and also looks at the major festivals from a variety of religions and is flexible and varied in ways.
We also respect the right of parents/carers to request the child's withdrawal
(see separate Collective Worship Policy)

This policy was agreed by staff and the Governing Body. This policy was reviewed in Summer 2026 will be reviewed again in Summer 2029.