



The Trent-Rylands Federation

Trent Vale Infant and Nursery School *and* Beeston Rylands Junior School



POLICY for RE at Trent Vale Infant and Nursery School

- THIS DOCUMENT IS a statement of the aims and principles of Trent Vale Infant and Nursery School for RE
- IT WAS DEVELOPED in 2007 through a process of consultation with staff and governors
- IT WILL BE continuously reviewed, updated and approved by the Governing Body, Executive Headteacher and Subject Leader
- This policy will be REVIEWED ANNUALLY

Date of review	Autumn 2020	Autumn 2021	Autumn 2022
Signed			

At Trent Vale we aim to provide an open curriculum which can be taught to all, by all. However we note the right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. The 1988 Education Reform Act (ERA) stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA 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 ERA 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 IMPORTANCE OF RE

The National Curriculum states the legal requirement that:

‘Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- *Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and*
- *Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’*

And:

‘All state schools... must teach religious education to pupils at every key stage...

All schools must publish their curriculum by subject and academic year online’

(DfE National Curriculum Framework, July 2013, page 4).

At Trent Vale we believe that RE is concerned with the distinctive ways in which people express their understanding and experiences of life and therefore, it is uniquely placed to make a significant contribution to the spiritual, moral, social and cultural development of the children and the promotion of fundamental British values. It informs about religious beliefs and practice in such a way as to increase understanding, values and attitudes. It also encourages pupils to reflect and question their experiences as growing, developing human beings.

OUR AIMS FOR THE LEARNING AND TEACHING OF RE:

Trent Vale Infant and Nursery School, as a county school, is required to follow the **Nottinghamshire Agreed Syllabus for Religious Education**.

The Nottinghamshire Agreed Syllabus for Religious Education aims to ensure that all pupils:

A. Know about and understand a range of religions and world views, so they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and world views, so they can:

- Explain reasonably their ideas and 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;
- Appreciate and appraise varied dimensions of religion.

C. Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:

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

See Appendix A for what most pupils should be able to do at the end of KS1 with respect to these aims.

Alongside these aims at Trent Vale we agree to these principles and aims:

- To provide opportunities for all pupils to learn and achieve;
- To promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future;
- To develop pupils' awareness of the major faiths in the world;
- To provide a safe and secure environment, in which pupils can express their beliefs and inner feelings, without fear of ridicule.
- To promote respect for the beliefs, feelings and views of others, even when these differ from their own;
- To develop emotional thought and empathy;
- To promote understanding, value and learning from the cultural diversity within and surrounding the school;
- To experience positive relationships based on an appreciation of the unique value of each individual;
- To encourage children to ask questions, negotiate and make their own choices;

STRATEGIES FOR THE LEARNING AND TEACHING OF RE

The RE curriculum is organised on the Curriculum Framework following the Trent Vale Scheme of work based on the Nottinghamshire Agreed Syllabus for Religious Education.

- Over the term there will be approximately 12 hours of tuition in Key Stage 1 – primarily as part of cross curricular themes and taught either alongside other curriculum areas, through blocked units or as distinct weekly lessons, where relevant and purposeful.
- Planning is for whole-class teaching (with differentiation where appropriate)
- **In the Foundation Stage** teaching RE requires a multi-sensory approach, providing opportunities for pupils to learn and understand about themselves, others (Personal, Social and Emotional

Development) and the world, (Understanding the World; People and Communities) and to develop pupils' abilities to express themselves (Communication and Language and Expressive Arts and Design). At this we are developing a growing sense of the child's awareness of self, their own community and their place within this, children will encounter Christianity and other faiths found in their own classroom, simply.

- **During Key Stage 1** our pupils will learn about religions, learn from religion and develop positive attitudes towards other people and their right to hold different beliefs. We will encourage pupils to ask relevant questions and allow time to talk about what is important to themselves and others in order to develop a sense of belonging. A minimum of two religions will be studied.
- At Trent Vale the pupils will learn the principles of Islam and Christianity. They will also learn about beliefs, practices, places of worship, special ceremonies and festivals, and how these affect the lives of the followers of that religion. We will also plan to teach about further religions or belief systems, for example those represented in the school and local area.
- Appendix 2 has a suggested plan for KS1 using 8 planned investigations for RE

Appenices-Covid 19

- Children are taught in class bubbles meaning after school clubs cannot take place
- Equipment must be either quarantined for 48hrs or cleaned between uses of different bubbles

ASSESSMENT FOR LEARNING (IMPACT)

This is in accordance with the Trent-Rylands Federation Assessment for Learning policy.

MONITORING AND EVALUATION

This is in accordance with the Trent-Rylands Federation Monitoring and Evaluation policy.

PUPILS WITH ADDITIONAL LEARNING NEEDS (including SEND)

This is in accordance with the school's Special Educational Needs policy and the Trent-Rylands Federation EAL policy.

EQUAL OPPORTUNITIES

This is in accordance with the Trent-Rylands Federation Equality policy

HOMEWORK

This is in accordance with the Trent-Rylands Federation Homework policy.

OTHER POLICY DOCUMENTS THAT UNDERPIN THIS POLICY FOR RE at Beeston Rylands Junior

- SMSC and BRITISH VALUES POLICY
- EQUALITY POLICY
- ASSESSMENT FOR LEARNING POLICY
- SPECIAL EDUCATIONAL NEEDS POLICY
- EAL POLICY
- TEACHING AND LEARNING POLICY
- CURRICULUM PLANNING POLICY
- MARKING AND FEEDBACK POLICY
- MONITORING AND EVALUATION POLICY
- HOMEWORK POLICY