

Learning for Ourselves, Respect, We Can



## R.E. Policy

**RRS:-**

- 1. Best interests of the child.** The best interests of the child must be a top priority in all actions concerning children.
- 2. Protection from all forms of violence.** Governments must do all they can to ensure the children are protected from all forms of violence, abuse, neglect and mistreatment by their parents or anyone else who looks after them.
- 3. Children with disability.** A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.
- 4. Goals of education.** Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Reviewer: Ellie Bengé

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Reviewed and approved on behalf of Full Governing Body by Curriculum

Committee: October 2022

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## **Lyndhurst First School Religious Education Policy**

Religious Education is taught in our school because it makes:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

RE at Lyndhurst Infant School prepares children for living in a multi-faith society through learning about Christianity and other religions. It offers opportunities for reflection and challenges pupils to consider, question, analyse and evaluate issues. Children need to be equipped to handle increasingly complex and important questions about meaning and identity and how we can live together in a multi-cultural and multi-faith/belief society.

### **Legal Requirements**

Religious Education is a legal entitlement for every pupil. The West Sussex Agreed Syllabus 2020 is the legal document to which our RE plans must adhere. This document is available in school and on our website. The West Sussex Agreed Syllabus reflects the requirements in the Education Acts of 1996, 1998 and 2002. This Agreed Syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

### **AIMS AND OBJECTIVES**

The school follows the aims and objectives set out in the West Sussex Agreed Syllabus 2020.

*“Teaching should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.”*

### **Aims**

The syllabus aims to provide pupils with the substantive and disciplinary knowledge to understand the significance of religions and worldviews to allow them to develop their own personal insights understanding and the skills required to engage with the subject matter.

The aims set out below develop the skills needed to engage with the subject matter. They enable pupils to know and understand about religion and worldviews.

### **A. Knowledge and Understanding**

Describe and explain beliefs and practices, recognising the diversity which exists within and between communities.

Identify, discuss, and respond to sources of wisdom found in religion and worldviews. Investigate the nature and diversity of religious practices, ways of life and ways of expressing meaning.

### **B. Application and Interpretation**

Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth, expressing their own ideas and opinions.

Draw conclusions about what enables different communities to live together respectfully for the well-being of all.

Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives.

### **C. Analysis and Evaluation**

Justify their own 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.

Appreciate and appraise varied dimensions of religion linking these to British values.

## **The aims of our RE, using the Discovery RE Scheme of Work**

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the guidance described above.

By following Discovery RE at Lyndhurst Infant school 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**

### Discovery RE Content

Discovery RE covers all areas of RE for the primary phase, Christianity plus one other religion is taught in each year group. The grid below shows specific enquiries for each year group

#### EYFS:

Discovery Enquiry	Religions studied:
What makes people special?	Christianity, Judaism
What is Christmas	Christianity
How do people celebrate?	Islam/Judaism
What is Easter?	Christianity
What can we learn from stories?	Christianity, Islam, Hinduism, Sikhism
What makes people special?	Christianity, Islam, Judaism.

#### Year 1:

Discovery Enquiry	Religions studied:
Does God want Christians to look after the world?	Christianity
What gift might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity
Was it always easy for Jesus to show friendship?	Christianity
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Christianity
Is Shabbat important to Jewish children?	Judaism
Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism

**Year 2:**

<b>Discovery Enquiry</b>	<b>Religions studied</b>
Is it possible to be kind to everyone all of the time?	Christianity
Why do Christians believe God gave Jesus to the world?	Christianity
Does praying at regular intervals every day help a Muslim in his/her everyday life?	Islam
How important is it to Christians that Jesus came back to life after His crucifixion?	Christianity
Does going to a Mosque gives Muslims a sense of belonging?	Islam
Does completing Hajj make a person a better Muslim?	Islam

## **Objectives**

### **Early Years Foundation Stage**

Pupils in the EYFS should explore a variety of religious worldviews by identifying special people, books, times, places and objects, and (where appropriate) by visiting places of worship. Pupils should listen to, discuss, and ask questions about stories from a variety of sources, religions and worldviews. Pupils can be introduced to subject specific vocabulary and use all their senses to explore beliefs, practices, and forms of expressions. Pupils should be encouraged to ask questions and reflect on their own feelings and experiences. Pupils should use their imagination and curiosity to develop their appreciation for the world in which they live. Religious education is a legal requirement for all pupils on the school roll, including those in the Reception year. Pupils are assessed against the EYFS Profile in all Areas of Learning at the end of their Reception year. Religious education can be woven into all seven Areas of Learning, through a creative and inspiring curriculum which reflects the demographic of individual cohorts.

### **Key Stage 1**

**During Key Stage One (KS1) pupils should be taught the knowledge and skills in order to understand:**

Christianity;  
at least one other principal religion.

**And where appropriate:**

a religious community with a significant local presence;  
a secular worldview.

During KS1 pupils learn about the key characteristics of the religions and worldviews. They should learn about the key characteristics of the religions and worldviews studied and their significance and impact in Britain. Pupils should be able to communicate their understanding using specific vocabulary, apply their learning, ask questions, and share their own ideas.

## **CURRICULUM**

At Lyndhurst Infant School, the teaching of RE allows children to learn about religious traditions and reflect on what the ideas and concepts mean to them. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. We build on children's own experiences, for example of religious festivals such as Eid, Diwali and Christmas. As a school, we celebrate traditions from all our represented and non-represented faiths. We organise visits to local places of worship/virtual visits and invite representatives of religious groups to come into school/do pre-recorded or live video talks. We watch clips online, share stories and study artefacts. Children have the opportunity to respond to material in a variety of ways: these include through story, poems, art work, design and technology, drama, discussion and music.

It is clearly stated in the Agreed syllabus that R.E. in school is concerned with educating children about religion and for them to learn from religion. It is not concerned with inducting them in a particular faith; this is the responsibility of the family or the faith community. Pupils will learn about Christianity as the main religious tradition in this country but also about the teaching and practices of some of the other principal world religions represented in this country.

In Key Stage 1 Religious Education should comprise:

- ☐ more than 50% Christianity
- ☐ at least one other principal religion (Hinduism, Islam or Judaism)
- ☐ where appropriate a religious community with a significant local presence
- ☐ a secular world view

### **Curriculum Organisation**

Religious Education is taught through a combination of classroom work and work linked to assemblies. This work is co-ordinated to ensure the highest quality of learning experiences for the pupils and to cover the requirements of the West Sussex Agreed Syllabus.

The curriculum is planned to deliver R.E. through a combination of methods:

- (i) Religious education is taught mainly through weekly lessons. The R.E. Units of work are linked with cross curricular school topics whenever possible;
- (ii) The opportunity is taken to deliver identified areas of R.E. through the assemblies. The work is carefully planned and followed up in class when appropriate;
- (iii) Separately identified R.E. is found at different times of the year covering Christmas, Easter, Harvest, Advent, Shrove Tuesday, Diwali, Eid etc.

Further details can be found in the plans and schemes of work.

## Curriculum Time

The School gives 5% of curriculum time to religious education in line with the recommendations of the West Sussex Agreed Syllabus. It is anticipated that the actual amount of time given each week will vary.

## Assessment, recording and reporting

Discovery RE sets out clear assessment objectives for each lesson and enquiry to support teachers in making these decisions. Teachers use a variety of means of assessing pupils work in line with the whole school assessment policy and the requirements of the Agreed Syllabus.

This will include:

- the regular reviewing of pupils' work;
- observing the work of groups and individuals and recording the outcomes;
- marking recorded work in line with the school's Marking and Feedback policy.

Teachers record pupil progress in RE on Insight.

## Equal Opportunities

The school's Equal Opportunities policy is used throughout the curriculum and must be adhered to at all times. In addition, it is important in religious education to ensure the work being covered is appropriate to pupils who come from any religious background or none.

## Promoting Pupils' Spiritual, Moral, Social and Cultural Development

Religious education provides opportunities for:

*Spiritual development*, through helping pupils to consider and respond to questions of meaning and purpose in life, and questions about the nature and values in human society;

*Moral development*, through helping pupils to consider and respond to areas of morality using their knowledge and understanding of religious and ethical teachings. This enables them to make reasoned and informed judgments on religious and moral issues;

*Social development*, through helping pupils to develop their sense of identity and belonging, preparing them for life as citizens in a multicultural society;

*Cultural development*, through fostering pupils' awareness and understanding in a range of beliefs, practices and values in their own society and in the wider world. Pupils explore within and between faiths, developing their understanding of the cultural contexts within which they live.



RE plays a significant role in promoting British values, particularly in relation to tolerance of people of different faiths and beliefs. These values are core to the school's values and are continually reaffirmed through our Rights Respecting Schools work and PSHE.

### Inclusion

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. Planning in religious education must ensure that it meets the specific needs of individuals and groups of pupils. The statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can provide all pupils with relevant and appropriately challenging work at each key stage.

In planning and teaching religious education, teachers are required to have due regard to the following principles.

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs

A minority of pupils will have particular learning and assessment requirements which, if not addressed, could create barriers to learning. These requirements are likely to arise as a consequence of a pupil having a special educational need or disability or may be linked to a pupil's progress in learning English as an additional language. Teachers must take account of these requirements and make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities.

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. The ability of pupils for whom English is an additional language to take part in religious education may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part.

## **MANAGEMENT**

### Co-ordination

The day to day support for religious education is provided by the co-ordinator who is responsible to the Head Teacher for:

- devising and maintaining the scheme of work;
- supporting teachers in their medium and short term planning;
- attending relevant in-service courses to keep up to date on religious education and reporting to staff;
- managing the resources for religious education;

- produce a development plan setting out the priorities for religious education; - co-ordinates the links with the local church;

### Withdrawal

When parents request that their child be withdrawn from religious education, parents are interviewed by the Head Teacher to clarify the beliefs and practices that they wish their child to be excluded from. Because of the need to assure their safety, pupils when withdrawn, complete material brought from home.

### **RESOURCES**

Reference books are available for staff use and are kept in the staff reference area of the library. A range of R.E. books can be found in the Library. Further resources can be borrowed from the schools' library service or through the County R.E. loan collection (see catalogue in the staffroom). Discovery RE resources are all saved on the staff server and video clips are available on Office 365 for all to access.

### **COMMUNITY**

The school has good links with St Georges Church. The *Spinnaker Friends* lead assemblies. Reception and Year 1 visit local Christian places of worship (virtual visits where required).

The school is also making stronger links with other faiths by visiting their places of worship and inviting visitors to speak to the children in class and in assemblies/ through video messages. Year 2 visits Worthing Mosque (virtual visit where required).

### **Remote Learning**

Remote Learning provision for RE is provided through a variety of resources including the Oak Academy live teaching. All Remote Learning mirrors the in-school curriculum and has been available weekly since 1<sup>st</sup> October 2020.