



# Trent Vale Infant and Nursery School

## POLICY FOR RE

### INTRODUCTION

- **THIS DOCUMENT IS** a statement of the aims, principles and strategies for the teaching and learning of RE at Trent Vale Infant and Nursery School
- **IT WAS DEVELOPED** in 2007 through a process of consultation with teaching staff
- **IT HAS BEEN** continuously reviewed, updated and approved by the Governing Body and RE Subject Leader
- This policy will be **REVIEWED ANNUALLY**

Date of review	Autumn 2016	Autumn 2017	Autumn 2018
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 3013, 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 2015-2020.**

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

**ASSESSMENT FOR LEARNING**

*This is in accordance with the school's Assessment for Learning policy.*

## **MONITORING AND EVALUATION**

*This is in accordance with the school's Monitoring and Evaluation policy.*

## **PUPILS WITH ADDITIONAL LEARNING NEEDS (including SEND)**

*This is in accordance with the school's Special Educational Needs policy and EAL policy.*

## **EQUAL OPPORTUNITIES**

*This is in accordance with the school's Equality policy.*

## **HOMEWORK**

*This is in accordance with the school's Homework policy.*

## **RESOURCES**

- A range of faith-specific artifacts are kept in labeled boxes in the corridor. They should be returned promptly after use and in tidy order. The resources include religious artifacts, teachers' manuals and published schemes of work. Children's books and other resources (e.g. videos/DVDs) are to be found in the library.
- Persona dolls which are kept in the Headteacher's office

## **OTHER POLICY DOCUMENTS THAT UNDERPIN THIS POLICY FOR RE**

- EQUAL OPPORTUNITIES POLICY
- EQUALITY POLICY
- ASSESSMENT FOR LEARNING POLICY
- SPECIAL EDUCATIONALNEEDS POLICY
- SMSC including BRITISH VALUES
- EAL POLICY
- CURRICULUM POLICY AND FRAMEWORK
- TEACHING AND LEARNING POLICY
- CURRICULUM PLANNING POLICY
- MARKING AND FEEDBACK POLICY
- MONITORING AND EVALUATION POLICY
- HOMEWORK POLICY

**Aims in RE: A Progression Grid**

<b>Aims in RE: A progression grid</b>	<b>At the end of KS1 most pupils will be able to:</b>
<b>Know about &amp; Understand</b> A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	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;
<b>Know about &amp; Understand</b> A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	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;
<b>Know about &amp; Understand</b> A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;
<b>Express &amp; Communicate</b> B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and 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;
<b>Express &amp; Communicate</b> B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;
<b>Express &amp; Communicate</b> B3. Appreciate and appraise varied dimensions of religion;	Notice and respond sensitively to some similarities between different religions and world views;
<b>Gain &amp; Deploy skills</b> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	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;
<b>Gain &amp; Deploy skills</b> C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Find out about and respond with ideas to examples of co-operation between people who are different;
<b>Gain &amp; Deploy skills</b> C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Find out about questions of right and wrong and begin to express their ideas and opinions in response

## A suggested long term Plan for Key Stage 1 using 8 planned investigations for RE

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<p><b>Celebrations and festivals:</b></p> <p>Who celebrates what and why?</p> <p>Christians and Muslim people</p>	<p>Pupils explore stories and celebrations of, for example, Christmas, Easter, Eid al Fitr finding out about what the stories told at the festivals mean, e.g. through hearing stories, talking about ‘big days’, learning from festive food, enacting celebrations, learning from artefacts or welcoming visitors to talk about their festivals (A1);</p> <ul style="list-style-type: none"> <li>• Pupils select examples of religious artefacts from Christianity and Islam that interest them, raising lists of questions about them and finding out what they mean and how they are used in festivals and for example in prayer and worship at the synagogue and church (A3);</li> <li>• Pupils find out about what different religions and world views do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals). They respond to questions about being generous and being thankful (B1);</li> <li>• Pupils notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different? (C2).</li> </ul> <p><b>Religious content will include: Various festivals in Christianity and Islam; the celebrations, stories, artefacts, food. Festivals from other faiths can be introduced e.g. Diwali, Hanukkah, Pesach</b></p>
<p><b>Myself</b></p> <p>How do we show we care for others?</p> <p>Why does it matter?</p>	<p>Pupils hear three moral stories, for example from Christians, Muslim people and humanists. They think and talk about whether they are saying the same things about how we should behave (A3);</p> <ul style="list-style-type: none"> <li>• Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? Who cares for me? Who do I care for? How does it show? (B2);</li> <li>• Pupils notice and talk about the fact that people come from different religions. How can we tell? How can we live together kindly when we are all so different? (C2);</li> <li>• Linking to English, pupils ask questions about goodness, and create simple sentences that say what happens when people are cheerful, honest, kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, untruthful, unfair or mean (C3).</li> </ul> <p><b>Religious content will include: My uniqueness as a person in a family and community, caring for others and exploring characteristics such as goodness, kindness.</b></p>
<p><b>Stories of Jesus:</b></p> <p>What can we learn from them?</p> <p>How do religious stories make a difference to people’s lives?</p>	<p>Pupils retell (for example through drama or in pictures), different stories about Jesus, considering what they mean. These should include stories Jesus told and stories about His miracles. Good examples: The Lost Coin, Jesus and the Ten Lepers. They compare the stories and think about what Christians today learn from the stories (A2);</p> <ul style="list-style-type: none"> <li>• Linking to English, pupils respond to the parables Jesus told, for example, such as the Lost Sheep, considering and talking about what they mean. They recognise Christianity as the religion from which the stories come (A2);</li> <li>• Linking to English, pupils retell stories about Jesus, such as the miracle story of the healing of a blind person. They identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come (A2);</li> <li>• Pupils respond to stories about Jesus, talking about thankfulness as a result of miracles(C3);</li> <li>• Pupils ask and answer ‘who’, ‘where’, ‘how’, ‘what’ ‘why’ questions about religious stories (A2);</li> </ul>

	<ul style="list-style-type: none"> <li>• Linking to ‘Philosophy for Children’, pupils think about and respond to ‘big questions’ in a classroom enquiry using, for example, a story from the New Testament (C1).</li> </ul> <p><b>Religious content will include: Stories Jesus told – parables. Stories about Jesus that include the miracles of healing and power over earthly things e.g. storms, food etc. Also discuss how the stories of Jesus are relevant to Islam.</b></p>
<p><b>Symbols</b></p> <p>In what ways are churches / mosques important to believers?</p>	<ul style="list-style-type: none"> <li>• Pupils learn from visiting sacred places. Linking to English and computing, pupils recount a visit to a local church and a mosque using digital photographs. They find out about the symbols and artefacts that they saw there and suggest meanings for them. (A1); <i>A visit could also be to the local Hindu Temple</i></li> <li>• Pupils learn about what happens at a church or a mosque, including special events such as weddings (A1);</li> <li>• Pupils discuss reasons why some people go to mosques or churches often, but other people never go to holy buildings. (B1);</li> <li>• Pupils choose to find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water. (A3);</li> <li>• Pupils use a set of photos and a list of religious items they have encountered in Key Stage 1 RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion. (B3). – <i>Persona dolls</i></li> </ul> <p><b>Religious content will include: Visiting places of worship – the church and the mosque, including their symbols, artefacts, things that happen there and special events e.g. weddings.</b></p>
<p><b>Leaders:</b></p> <p>What makes some people inspiring to others?</p> <p>Christian and Muslim leaders</p>	<ul style="list-style-type: none"> <li>• Pupils retell stories of key leaders from Christianity and Islam, for example Jesus and Mohammed They talk about how these leaders made a difference and how leaders today make a difference to our lives. (A2)</li> <li>• Pupils think about the behaviour shown by these leaders e.g. being kind, valuing and respecting others, being trustworthy, courageous, and consider questions about being good, kind, and forgiving (C1);</li> <li>• Pupils encounter many examples of simple ‘wise sayings’ (e.g. from Jesus) or ‘rules for living’ harmoniously (e.g. The 10 Commandments). They choose their favourite ‘wise sayings’ or ‘rules for living’ from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them (A2);</li> <li>• Pupils ask and find out how to answer a range of ‘how’ and ‘why’ questions about how people practise their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music. Pupils might use exciting photographs or works of art to stimulate their questions (C2).</li> <li>• Pupils discuss stories of co-operation from Islam, Christianity and from different traditions and sources and make a ‘Recipe for living together happily’ or a ‘Class charter for more kindness and less fighting’ (C2).</li> </ul> <p><b>Religious content will include: Stories about key leaders e.g. Jesus and Mohammed; their behaviour, examples of their wisdom and rules for living harmoniously; the difference they have made.</b></p>

<p><b>Believing:</b></p> <p>What do Jewish people believe about God, creation, humanity, and the natural world?</p> <p>What are some ways Jewish people show their beliefs and how they belong?</p>	<ul style="list-style-type: none"> <li>• Pupils explore how different people, including Muslim people, have expressed their ideas about God/Allah and think and talk about their own ideas about God/Allah, linking to enquiry methods from Philosophy for Children (C3).</li> <li>• Pupils could work individually using images and / or symbols to express their views about God or in groups, using art, music and poetry to express creatively different viewpoints (C1).</li> <li>• Pupils retell the Muslim story of creation, considering ways in which people care for the earth and making links with the Environment and Science (C3).</li> <li>• Pupils explore the ways of belonging and beliefs of Muslim people. (A1).</li> <li>• Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol,) to present ideas or write about the Muslim religion (B3).</li> </ul> <p><b>Religious content will include: Children’s ideas about God; Muslim peoples’ ideas about Allah and the story of creation.</b></p>
<p><b>What does it mean to belong?</b></p> <p>What is it like to belong to the Christian religion in Nottinghamshire today?</p>	<ul style="list-style-type: none"> <li>• Linking to PSHE, pupils make lists of the different groups to which they belong, e.g. in school, in the community, and consider the ways these contribute to human happiness. Why does belonging matter, and how can we be good members of different groups? (B1)</li> <li>• Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? (B2)</li> <li>• Pupils explore ways in which Christians belong, for example, Christenings and Believers’ Baptisms, showing why these are important to some Christians and relating them to Jesus’ Baptism (A1).</li> <li>• Linking to English and PSHE pupils could play some collaborative games, and talk about how the games put the teaching of the ‘Golden Rule’ into action (C2).</li> </ul> <p>Religious content will include: Belonging in a family, school and community. Ways of belonging in Christianity e.g. Christenings and Believers’ Baptisms. Jesus’ Baptism. The Golden Rule.</p>
<p><b>Muslim and Christian Stories :</b></p> <p>How and why some stories are important in religion?</p> <p>What can we learn from them and from the Qur’an?</p>	<ul style="list-style-type: none"> <li>• Pupils retell (for example through drama or in pictures) some religious stories with key characters such as Joseph, Jonah, Noah, Daniel, David, Abraham and suggest reasons why they are important to Muslim people and Christians (A2);</li> <li>• Pupils think about the behaviour shown by these characters e.g. being trustworthy, courageous, persistent, overcoming obstacles, forgiving and explore some of these characteristics creatively (C1)</li> <li>• Pupils ask and find out about from where these stories come (The Qur’an, the Old Testament in the Bible) (B3)</li> <li>• Pupils consider what is special about the Qur’an and respond sensitively, relating to their special things (B1).</li> </ul> <p><b>Religious content will include: Jewish and Christian stories about, for example, Noah, Jacob, Joseph, Jonah, Daniel, David, Abraham, and their characteristics. The importance of the Qur’an.</b></p>

These investigations can be used in the order given above, which enables progression in learning, but they can be rearranged to allow them to fit with other topic areas.