



Inspiring All to Excellence



Heathfields Infant & Wilnecote Junior Academy

Religious Education (R.E.) Policy

Document Control

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Rationale

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.

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).

At the Heathfields Infant and Wilnecote Junior Academy we aim to provide a broad and balanced curriculum for all children.

We aim to welcome all children into a caring environment; where they can develop to their full potential and in which attitudes of mutual respect and responsibility are promoted.

We deliver RE in line with the Staffordshire Locally Agreed Syllabus. We use the Discovery RE programme as our scheme of work.

This RE policy is informed by current national guidance:

RE in English Schools: Non-statutory guidance (2010)

RE: realising the potential (Ofsted 2013)

A Curriculum Framework for RE in England, (REC 2013)

Research review series: religious education (2021)

British Values and UNICEF

Heathfields Infant and Wilnecote Junior Academy registered to obtain the Rights Respecting Schools Award (RRSA) Level 1. This award recognises achievement in putting the United Nations Convention on the Rights of the Child (CRC) at the heart of a school's planning, policies, practice, and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all the relationships: between teachers/adults and learners, between adults and between learners.

This policy reflects contributions by the whole school community including learners, staff, parents, carers and governors as a Rights Respecting School and should therefore be promoted by all community members.

We take every opportunity to promote the fundamental British values of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

In actively promoting British Values, we also focus on and can show, how our work with students is effective in embedding fundamental British values. Actively promoting also means challenging students, staff,

parents, or carers that may express opinions contrary to fundamental British Values, including extremist views.

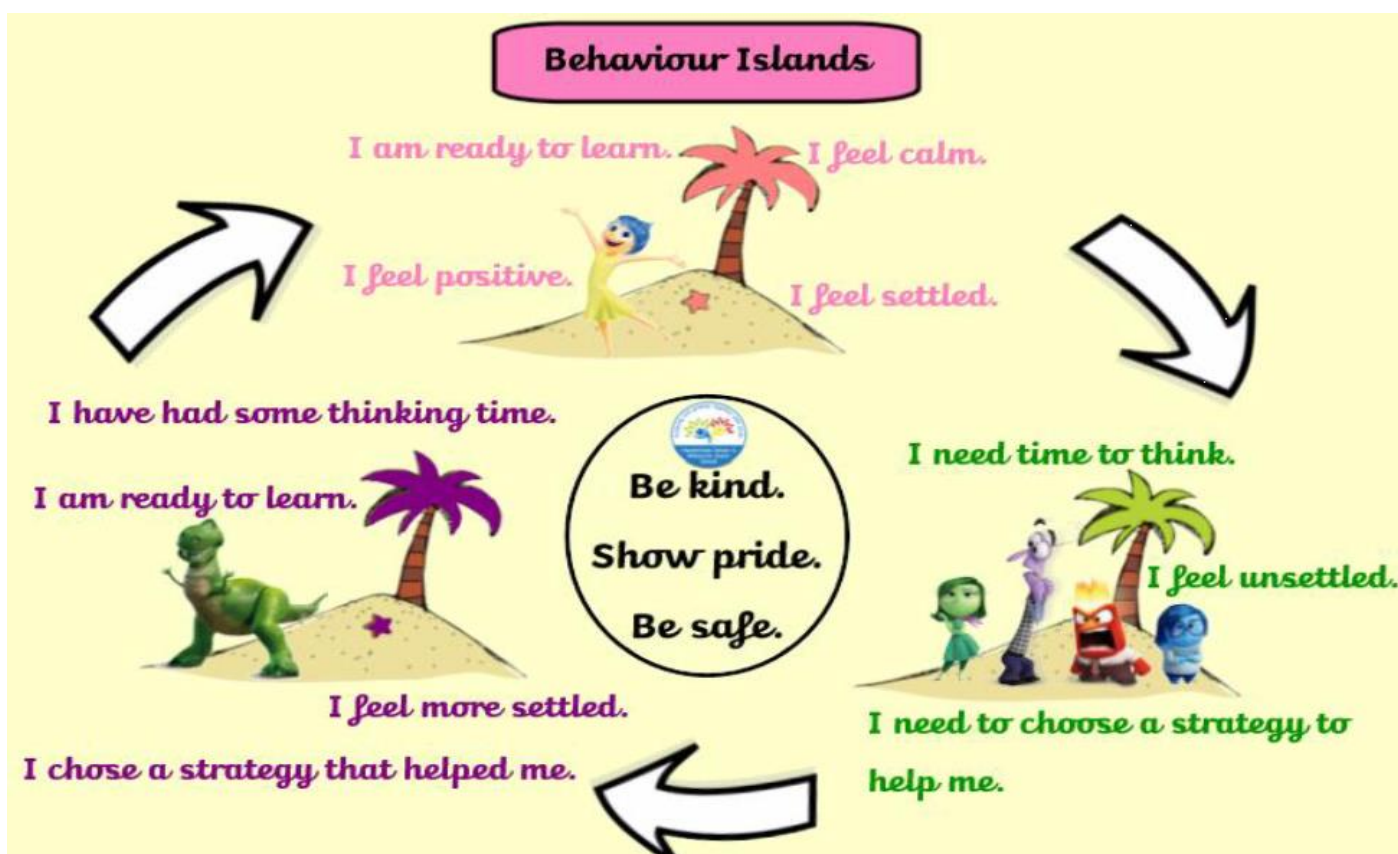
Growth Mindset

A key concept which shapes the ethos of our school is **growth mindsets** based on the work of Carol Dweck. Rather than simply praising success we praise *effort* and *persistence*. Children are encouraged to approach all aspects of school life with a positive mentality and resilience, allowing them to achieve all that they are capable of. Our behavior policy falls in line with this approach as children are supported to regulate their emotions as they move through our 'behavior islands'.

We have a three-tier behavior management system:

- When the children are showing a positive attitude towards their learning or play then they are on the pink island.
- If the child is not able to show a positive attitude towards their learning or play then they will be reminded and asked to regulate and change their behavior, if they are not able to do this they will move to the green island.
- If they manage their behavior through regulation they are praised and moved to the purple island to celebrate the change in attitude.

As with other behavior management systems, some behavior will be deemed as unacceptable.



All classes have a 'regulation station' which children can access freely to regulate their emotions when moving through the behaviour islands.

Aims

Discovery RE meets the requirements of the Staffordshire agreed syllabus and is aligned to the non-statutory guidance described above.

By following Discovery RE at 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, moral, social, and cultural development.
- Enable children to build on their understanding of the Fundamental British Values, in line with the school's Policy.

Organisation

At the Federation of Heathfields Infant and Wilnecote Junior Academy, RE lessons are taught once per week, following the RE scheme (See Appendix 1 for Long Term Plan). Some areas of learning are linked within other topics if appropriate.

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied and build towards an expression of the children's learning and development of understanding. Children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position and are given opportunities to reflect on their learning and on key questions relating to each religion within their enquiry.

Differentiation/SEN

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS1 and 2 classes with special educational needs, each enquiry has level

exemplars for the full range likely for that age group, allowing children to evidence the working towards, working at and exceeding statements.

Monitoring and evaluation

The Curriculum leader and R.E. leader monitors delivery of the programme through observation and discussion with staff whilst planning and delivering the lessons, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted based on:

- Pupil and teacher evaluation of the content and learning processes through conferencing and staff questionnaires.
- Staff meetings to review and share experience.
- Monitoring of assessment to ensure progression throughout the school.

External contributors

RE gives opportunities to promote an ethos of respect for others, to challenge stereotypes and build an understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Heathfields Infant and Wilnecote Junior Academy has links with the local church and the community. We have regular visits from the churches, teaching children bible stories and what lessons we can learn from them.

Each year, a visit to the Open Centre in Derby is arranged for Year 5 pupils so that children can take part in a Faith Trail, visiting different places of worship and learning more about their religious practises.

The Learning Environment

Establishing a safe, open, and positive learning environment based on trusting relationships between all members of the class, adults, and children alike, is vital. To enable this, it is important that respect for each other's views and beliefs of those of the believers of that religion is always encouraged and that any artefacts are handled with respect and care.

Teaching Sensitive and Controversial Issues Involving parents and carers

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

Heathfields Infant and Wilnecote Junior Academy believes that it is important to have the support of parents, carers, and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through our open-door policy.

Withdrawal from RE lessons

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the class teacher and head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn, they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.



Religious Education Long Term Plan 2018-19

Discovery RE Key Questions



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	What makes people special?	Does God want Christians to look after the world?	Is it possible to be kind to everyone all the time?	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Is it possible for everyone to be happy?	How far would a Sikh go for his/her religion?	What is the best way for a Muslim to show commitment to God?
Autumn 2	Religion: Christianity	Religion: Christianity	Religion: Christianity	Religion: Hinduism	Religion: Buddhism	Religion: Sikhism	Religion: Islam
	What is Christmas?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Why do Christians believe God gave Jesus to the world?	Has Christmas lost its true meaning?	What is the most significant part of the nativity story for Christians today?	Is the Christmas story true?	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?
	Religion: Christianity	Religion: Christianity	Religion: Christianity	Religion: Christianity	Religion: Christianity	Religion: Christianity	Religion: Christianity
Spring 1	How do people celebrate?	Was it always easy for Jesus to show friendship?	Does prayer at regular intervals help a Muslim in his/her everyday life?	Could Jesus heal people? Were these miracles or is there some other explanation?	Can the Buddha's teachings make the world a better place?	Are Sikh stories important today?	Is anything ever eternal?
	Religion: Christianity	Religion: Christianity	Religion: Islam	Religion: Christianity	Religion: Buddhism	Religion: Sikhism	Religion: Christianity
Spring 2	What is Easter?	Why was Jesus welcomed like a king or celebrity by crowds on Palm Sunday?	How important is it to Christians that Jesus came back to life after His crucifixion?	What is 'good' about Good Friday?	Is forgiveness always possible for Christians?	How significant is it for Christians to believe God intended Jesus to die?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?
	Religion: Christianity	Religion: Christianity	Religion: Christianity	Religion: Christianity	Religion: Christianity	Religion: Christianity	Religion: Christianity
Summer 1	What can we learn from stories?	Is Shabbat important to Jewish children?	Does going to a Mosque give Muslims a sense of belonging?	How can Brahman be everywhere and in everything?	What is the best way for a Buddhist to lead a good life?	What is the best way for a Sikh to show commitment to God?	Does belief in Akhiraat (life after death) help Muslims lead good lives?
	Religion: Christianity	Religion: Judaism	Religion: Islam	Religion: Hinduism	Religion: Buddhism	Religion: Sikhism	Religion: Islam
Summer 2	What makes places special?	Are Rosh Hashanah and Yom Kippur important to Jewish children?	Does completing Hajj make a person a better Muslim?	Would visiting the River Ganges feel special to a non-Hindu?	Do people need to go to church to show they are Christians?	What is the best way for a Christian to show commitment to God?	
	Religion: Christianity	Religion: Judaism	Religion: Islam	Religion: Hinduism	Religion: Christianity	Religion: Christianity	