

Pentland Infant & Nursery School

Policy for Religious Education

At Pentland we celebrate faith diversity and provide a safe environment where our children are happy and keen to learn. We understand and celebrate diversity and enjoy the use of heritage and visits of places of worship in our local community.

Purpose of RE

The Pentland Vision for R.E is based on the national guidance issued by the RE Council in 2013, Commission on RE report 2018 and the local agreed syllabus, Believing and Belonging in West Yorkshire; The Agreed Syllabus for Religious Education in Kirklees, Second Edition, 2021.

Our world is enriched by a wide and profound diversity of cultures and beliefs. Human beings are strengthened and empowered by learning from each other. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context. Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE pupils discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views.

Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

RE curriculum

In school, the curriculum is based on the Local Agreed Syllabus Believing and Belonging; The Local Agreed Syllabus for RE in Calderdale, Kirklees and Leeds, 2021.

The syllabus has three aims for pupils:

- A. To investigate the beliefs and practices of religions and other world views;
- B. To investigate how religions and other world views address questions of meaning, purpose and value;
- C. To investigate how religions and other world views influence morality, identity and diversity.

At Key Stage 1, teaching and learning is focused around Christianity and Islam, alongside understanding of non-religious approaches to life using rigorous investigation or enquiry of key questions. In Early Years Foundation Stage, RE is taught as part of the EYFS, Understanding the World and PSED.

To support delivery of the syllabus, we plan our lessons around the units of work provided to support it. (RE Resources Hub, Kirklees Business solutions)

Achievement and Progress

We assess progress of pupils against the end of key stage statements in the syllabus. When assessing pupils in Key Stage 1 we use the progress ladder of level descriptors as described in the local agreed syllabus pages 78 and 82.

Schools are required to report on progress in RE in line with the core principles of assessment outlined by the DfE. We will report to parents on individual pupils' achievement relative to the end of key stage statements in at least year 2 or when a pupil leaves school.

RE lessons

We encourage and promote teaching and learning through asking and answering key questions, through enquiry and through investigations.

The place of RE in Pentland Infant & Nursery School

As part of enriching pupils' experiences, we ensure that children in Early Years and Key Stage 1 visit at least 2 different places of worship and have opportunities where possible to speak to people who are of different faiths.

RE contributes to oracy and literacy through encouraging children to use a range of sources to find out about different religions and faiths.

RE makes a substantial contribution to pupils' SMSC development and supports our commitment to equality by encouraging pupils to examine and challenge their own beliefs in a safe environment and to encourage children to challenge stereotypes.

The subject links to PSED education by developing children's abilities to question, challenge assumptions, recognise similarities and differences and recognise and value diversity.

We value the support given to RE through links with the local and wider community, such as visits to local places of worship.

Withdrawal from RE

Parents have a statutory right to withdraw a child from religious education. If a parent is considering withdrawal from RE we will listen to their concerns, inviting them to do so with the head teacher or other representative of the school. We work hard to ensure that any reservations or doubts may be accommodated to avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. Any formal decision to withdraw should be made in writing to the head teacher. The school will arrange for appropriate arrangements to be made to supervise the pupil in school during RE lessons.

Enquiries and questions

The school welcomes enquiries or questions about RE. In the first instance parents should contact their child's

Intent

Our curriculum for RE is based on the agreed Syllabus for Religious Education in Calderdale, Kirklees and Leeds (2019-2024).

This syllabus is called "Believing and Belonging" and it includes two key elements. First, it is about beliefs and values which aims to develop pupils' understanding of world faiths and other beliefs, exploring their similarities and differences in a multicultural world. Secondly, it is about 'belonging'. This helps pupils acknowledge that others hold beliefs different to their own. It allows a child to build on their spiritual awareness and to appreciate diversity. Through learning to problem solve and evaluate and build on their thinking skills and reflect upon this, children become respectful citizens in today's world. RE is an important subject in our school as it develops pupils' tolerance towards different faiths and religions. RE supports children's education in school by discussing the meaning and purpose in life, beliefs about different faiths, issues of right and wrong and what it means to be human. RE is for opening minds, not closing them.

Implementation

At Pentland Infant & Nursery School, RE is taught in Early Years through real-life experiences and trips. It is also taught through play sessions where children listen to a story and have time to reflect upon moral issues. It is about allowing young children to make the right decisions to be kind towards others. They also learn about their world, different faiths and celebrations through practical activities and conversations. In Key Stage 1 RE is taught through teacher led activities in whole class lessons. During lessons children will be involved in practical teacher led lessons which build on pupils' understanding of different faiths, diversity and reflections. As well as this, pupils also have the opportunity to practice the skills that they have already learned and apply these to independent activities. Throughout their time at Pentland Infant & Nursery School, the children will visit a mosque and a church.

Impact

Our RE curriculum is observed and followed by members of staff to allow the children to make progress. As the children follow the curriculum, they will gain skills which allow them to enhance their spiritual, moral, social and cultural development. RE is assessed, recorded and reported through activities such as discussions with pupils, listening and reflecting on stories and observations.

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