RE Policy

This policy was revised: September 2026

The policy is to be reviewed: September 2027

Manor Farm Community Infant School and Nursery

RE Policy

Introduction

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).

This fits with our school aims and values:

- To value each member of the school community
- To foster a sense of self-esteem and enable everyone to fulfil their potential in a caring, disciplined, challenging and stimulating environment
- To recognise and celebrate children's talents, creativity and achievements
- To develop understanding and respect for all people, promoting high standards of courtesy, consideration and behaviour
- To offer a broad and balanced range of learning experiences both inside and outside the classroom, which includes moral, spiritual, emotional, cultural, practical, creative, physical and social education
- To enable pupils to become literate and numerate and to acquire the necessary knowledge, skills and attitudes relevant to their future lives
- To encourage pupils to take pride in their school and to be aware of its place in the wider community
- To promote enjoyment and happiness for all by making learning meaningful, fun and creative
- To build a positive home/ school partnership

The importance of Religious Education in the curriculum

R.E. offers pupils the opportunity to raise and reflect on questions about life. They can learn more about themselves as a human being and their place in the world. When studying another religion, they will develop an understanding of how another culture has developed and been influenced by religion.

Religious Education contributes to the spiritual, personal, social, moral and cultural development of pupils and provides them with tools to develop their thinking skills. RE has a key role to play in enabling pupils to achieve and to prepare them for the opportunities, responsibilities and experiences in life.

The learning process involves a journey with three possible starting points:

1. What does it mean to be me? Pupils' own experience and self-concept,

2. What does it mean to be you? Religious/worldview experience, concepts and content,

3. What does it mean to be human? Universal human experience and concepts.

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The aims of our RE

Manor Farm Community Infant School is a community 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.**

RE in the Early Years and Foundation Stage:

Foundation Stage (Reception) will cover Religious Education through the strand of 'Knowledge and Understanding of the World'. This will include experiences which are topic based and opportunities to learn about the similarities and differences between their own beliefs and those of other families, communities and faiths. There are planned activities (for example on specific festivals) for developing children's knowledge and understanding of religious and other beliefs, cultures, and ways of living through the use of circle time and everyday routines as well as through child-initiated opportunities.

Key Stage 1

Children in Key Stage 1 will be taught the Buckinghamshire Agreed Syllabus for R.E. 2022 -2027. The syllabus provides sets of enquires which refer back to the core questions, to use as a basis for curriculum planning.

Core Questions:

- How does our background influence who we are?
- How does belonging to a religion or group affect people's lives?

- How should we behave and treat others and the world?

Enquiries:

1. What does it mean to be me? (Who I am).
2. How important are the groups people belong to? (Belonging).
3. What makes some people so important? (Important people).
4. Why are some places so important? (Important places).
5. What makes some things sacred to some groups of people? (Special things).
6. What makes some stories so important to different people? (Sacred books).
7. Why is it important to look after our world? (The natural world).
8. Why do we celebrate important occasions? (Special occasions).

In exploring these questions, the children will also reflect on their own sense of who they are and their uniqueness as a person in a family and community. They will also be able to make sense of what they believe, what they think is important, and how those influence their day-to-day lives.

Year 1 –
Belonging to families, schools, groups and religious communities.
Important people and special places, important objects.
Important stories and understanding what we can learn from stories and how they might influence how we behave.
Understand why it is important to look after our world and discuss what we find wonderful.
Understand how different religions celebrate and show thanks for the world.
Understand how do some religious people celebrate their important occasions.

Year 2 –
Belonging to religions and how it affects people's lives and understand that different faiths eat certain foods at different times of the year.
How people from different religions celebrate different special occasions
Understand that people have different special places and their key features.
Special stories, special books and how they are kept.
Creations
Ceremonies

How is RE organised in this school?

RE lessons provide children with an opportunity to reflect on their experiences of the world and their beliefs, values and attitudes that will help guide them through life. The children will think about how they behave and live their lives and how that affects other people and the world we live in. RE helps children to reflect on the ways in which beliefs influence how people live their lives. The children will think about their own life experiences and have the opportunity to express their own thoughts and beliefs. RE is taught either on a weekly basis or sometimes in blocks and is taught as a standalone subject. Christianity is taught in each year group as well as Islam and Sanatana Dharma to reflect our current demographics. On occasions, we also study other faiths as appropriate. This may be during Activity Weeks or as specific festivals arise.

SEND Provision

Teaching strategies are varied and are mindful of teaching and learning theories and the need for adaptive teaching.
Teachers will add to the planning to meet the needs of the children in their classes and adapt lessons accordingly to ensure children work to their full potential. Lessons will vary depending on the learning objective and depending on the cohort and lessons will be based on either discussions, individual task work, group work or practical creative learning activities.

Assessment

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions, recorded work and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly. In line with non-statutory guidance issued by the RE Council in 2013 (cited on page 1) descriptors of these aspects utilise age–related expectations of working towards, working at the expected attainment and working beyond.

Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation.

Reporting to Parents/Carers

The assessment process described above helps teachers report to parents/carers.

Monitoring and evaluation

The RE subject co-ordinator monitors delivery of the programme through observation and discussion with teaching staff, 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 on the basis of:

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

External contributors

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

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc are encouraged to make a valuable contribution to the RE programme. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

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 others' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Involving parents and carers

For example:

The school 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:

* Response to RE comments on reports
* Website overviews
* Displays

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 head teacher and/or RE subject co-ordiantor 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, 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.

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Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Teaching and Learning Policy
- Equality Policy
- Child Protection Policy
- *British Values*
- *Prevent Strategy*

Training and support for staff

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.