

The Welbeck Federation of Schools

Religious Education Policy



Policy statement – September 2024
Review – September 2025

Intent:

Religious education has a significant role in the promotion of pupils' spiritual, cultural, social and moral development. It promotes acceptance and respect towards others with different faiths and beliefs through equipping children with knowledge and understanding of these, in turn, enabling them to develop their own ideas, values and identity. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and global contexts.

The 2021 Agreed Syllabus for RE aims to ensure all children:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

Religious Education provokes challenging questions about meaning and purpose and the teaching plays an important role in providing a structured and safe place for encouraging questioning and reflection. Teaching should also include and promote British values, including tolerance and respect for people who hold different faiths and worldviews.

“The modern world needs young people who are confident in their own beliefs and values, so that they can respect the religious and cultural traditions of others.”

The Agreed Syllabus for RE in Nottingham City and Nottinghamshire 2021-2026
p.5

Implementation:

The teaching of RE is based upon the new Nottinghamshire Agreed Syllabus for 2021-2026. This has been broken down into a sequence of units from EYFS through to KS2 to create a coherent and progressive programme to enable continuity and progression in learning.

Teachers check each year groups existing knowledge and understanding of the topic prior to teaching from the Knowledge progression Grid. This is done through teachers showing the children an image or checking understanding of key vocabulary and creating a class spider diagram to collate all previous understanding. Through the progressive curriculum, children will begin to show more extensive existing knowledge as pupils will revisit substantive knowledge to deepen understanding.

The RE curriculum is then spread out in the following expected teaching hours and coverage:

- EYFS: 36 hours of RE per year.
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.
- Key Stage 1: 36 hours of RE per year.
A minimum of two religions are to be studied which will include Christianity and Judaism. (This may be extended through celebrations)
- Key Stage 2: 45 hours of RE per year.
A minimum of three religions are to be studied which will include Christianity, Hinduism, Judaism and Islam.

These allocated hours of teaching for RE are achieved through the following approaches:

- Dedicated RE lessons
- Themed days
- Visitors
- Trips to places of worship
- Daily school values

The dedicated RE lessons are planned within the long term planning to ensure coverage and appropriate timings of lessons.

RE Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	British Values
	Tolerance of those of different faiths and beliefs. -A thread throughout.						
Nursery	<p>Belonging- Who are we and how do we belong?</p> <p>What do we look like?</p> <p>How are we the same/different to our friends?</p>	<p>What times are special and why?</p> <p>What makes things special to us?</p>	<p>What places are special and why?</p> <p>What makes a place special to us?</p> <p>Are all our special places the same? Why?</p>	<p>What stories are special and why?</p> <p>Are all our special stories the same? Why?</p>	<p>What people are special and why?</p> <p>Can we have different special people?</p>	<p>Our wonderful world- How can we care for the living things and the earth?</p> <p>Why is the world so wonderful?</p>	<p>Democracy -Children ask questions share their opinions of their own and they are valued.</p> <p>Individual liberty -Children share their own thoughts on the themes and what is important to them as well as understanding these might be different for their peers.</p> <p>Rule of Law -Children understand the importance of and follow rules during their learning.</p> <p>Mutual respect -Children explore a range of celebrations. We treat others how we would like to be treated.</p>
Reception	<p>Belonging- Who are we and how do we belong?</p> <p>What do we look like?</p>	<p>What times are special and why?</p> <p>What makes things special to us?</p>	<p>What places are special and why?</p> <p>What makes a place special to us?</p>	<p>What stories are special and why?</p> <p>Are all our special stories the same? Why?</p>	<p>Our wonderful world- How can we care for the living things and the earth?</p> <p>Why is the world so wonderful?</p>		<p>Democracy -Children ask questions share their opinions of their own and they are valued.</p> <p>Individual liberty -Children share their own thoughts on the themes and what is</p>

	<p>How are we the same/different to our friends? What people are special and why?</p> <p>Can we have different special people?</p>		<p>Are all our special places the same? Why?</p>				<p>important to them as well as understanding these might be different for their peers. Rule of Law -Children understand the importance of and follow rules during their learning. Mutual respect -Children explore a range of celebrations. We treat others how we would like to be treated.</p>
<p>Year 1</p>	<p>1.2 Myself and caring for others</p> <p>How do we show we care for others? Why does it matter?</p> <p>*Christianity, Judaism and Humanism</p>	<p>1.1 Celebrations and festivals - Christmas, Hanukkah and Diwali</p> <p>Who celebrates what and why?</p> <p>*Christianity, Judaism and Hinduism</p>	<p>1.3 Beliefs and Teachings- Stories of Jesus</p> <p>What can we learn from stories of Jesus? How do religious stories make a difference to people's lives?</p> <p>*Christianity</p>	<p>1.1 Celebrations and festivals- Easter and Shabbat</p> <p>Who celebrates what and why?</p> <p>*Christianity and Judaism</p>		<p>1.4 Symbols in religious worship and practice</p> <p>In what ways are churches/synagogues important to believers?</p> <p>*Christianity and Judaism</p>	<p>Democracy -Children have lessons dedicated to sharing their views. Individual liberty -Children share their views and beliefs in a respectful way. Children create a safe space to share these in their classroom. Rule of Law -Children understand rules we have and why we have these to keep us safe. Mutual respect -Children learn about Christianity and Judaism, understanding and respecting their faith.</p>

<p>Year 2</p>	<p>2.1 Leaders- Moses, Jesus and Peter</p> <p>What makes some people inspiring to others?</p> <p>*Christianity, Judaism and Humanism</p>	<p>Christmas</p>	<p>2.2 Believing- Jewish peoples' ideas about God Easter and shabbat</p> <p>What do Jewish people believe about God, creation, humanity and the natural world? What are some ways Jewish people show their beliefs and how they belong?</p> <p>*Judaism</p>	<p>Easter</p>	<p>2.3 Belonging- In a family, school and community</p> <p>What does it mean to belong? What is it like to belong in Christianity?</p> <p>*Christianity</p>	<p>2.4 Jewish and Christian stories</p> <p>How and why are some stories important to religions? What can we learn from these stories and from the Torah and the Bible?</p> <p>*Christianity, Judaism and Humanism</p>	<p>Democracy -Children share their own views and opinions in discussions. They raise ideas and come to agreements on meanings in learning.</p> <p>Individual liberty -Children share their ideas and beliefs about the religious topics, knowing what a safe space is and how to share these respectfully.</p> <p>Rule of Law -Children understand the importance of rules through their learning and know leaders who implement rules.</p> <p>Mutual respect -Children will learn about Christianity and Judaism, building respect of different faiths and their beliefs.</p>
<p>Year 3</p>	<p>3.2 Religion, family and community: Prayer</p> <p>*Christianity and Islam</p> <p>How do religious families and communities</p>		<p>3.3 Worship and Sacred Places</p> <p>*Islam, Hinduism, Christianity</p> <p>Where, how and why do people worship?</p>		<p>3.4 Inspirational people from the past</p> <p>*Christianity, Judaism and Islam</p> <p>What can we learn from inspiring people</p>		<p>Democracy -Children share their own views and thoughts about religion and beliefs. Children see their role in the wider world.</p> <p>Individual liberty Children discuss different faiths and know they can choose</p>

	practice their faith?				in sacred texts and in the history of religions?		their own faiths just like their own likes and dislikes. Rule of Law Children learn about the rules within different religions. Children discuss rules we have and the meaning behind them. Mutual respect Children learn about the beliefs of different faiths and the meaning behind their practice and celebrations.
		3.1 Beliefs and Questions *Christianity Harvest and Christmas What difference does it make to be a Christian? How do Christian peoples beliefs about God, Jesus, the world and others have impact on their life?		3.1 Beliefs and Questions *Christianity Easter What difference does it make to be a Christian? How do Christian peoples beliefs about God, Jesus, the world and others have impact on their life?	3.1 Beliefs and Questions *Christianity Pentecost What difference does it make to be a Christian? How do Christian peoples beliefs about God, Jesus, the world and others have impact on their life?		
Year 4		4.4 Religion, family, community, worship, celebration, ways of living. *Hinduism.. How do Hindu families practise their faith? What are the deeper meanings	4.1 The Journey of Life and Death *Christianity, Hinduism and Islam Why do some people think life is like a journey? Where do we go? What do different		4.3 Spiritual expression *Christianity Christianity, music and worship; what can we learn from this?	4.2 Symbols and religious expression *Islam, Hinduism and Christianity How do people express their religious and spiritual ideas on pilgrimages?	Democracy Children take part in discussions about religious beliefs and how that can be related to their own beliefs. Children know they can discuss and vote their own views. Individual liberty Children explore different faiths and discuss the freedom of choosing faiths. Mutual respect

		of some Hindu festivals?	people think about life after death?			Children gain an understanding of different beliefs and form a view of acceptance and respect.	
Year 5	5.1 Inspirational people in today's world *Christianity and Hinduism What can we learn from great leaders and inspiring examples in today's world?	5.2 Religion and the individual: what matters to Christians? *Christianity What is expected of a person in following a religion or belief?		5.3 Beliefs and questions How do peoples beliefs about God, the world and others have impact on their lives?		5.4 Beliefs in action in the world How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity?	Democracy Children will take part in discussions, decision making and voting about their own views and opinions on religions. Individual liberty Children will learn about the meaning behind faiths and understand the freedom people have to their faith. Mutual respect Children will learn about the meaning of faiths within the world and how it impacts on other peoples lives.
Year 6	6.1 Teachings, Wisdom and Authority *Christianity, Islam, and Hinduism What can we learn by reflecting on words of wisdom from religions	6.2 Religion, worldviews, family and community What contributions do religions make to local life in Nottingham city and Nottinghamshire?		6.3 Beliefs in action in the world How do religions and beliefs respond to global issues of human rights, fairness, social justice and the		6.4 Beliefs in action in the world. What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today?	Democracy Children will learn about faiths in their community and discuss the positives and negatives on how these are supported. Individual liberty Children will be exploring different faiths and how they express they can express themselves freely.

	<p>and worldviews? What do sacred texts and other sources say about God, the world and human life?</p>	<p>How can we make Nottingham City and Nottinghamshire a county of tolerance and respect?</p>		<p>importance of the environment?</p>			<p>Rule of Law Children will learn about how people of faith are protected through law. Mutual respect Children will learn about religion in today's society and how we can support it.</p>
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Impact:

Pupils' at the Welbeck Federation will enjoy learning about religions and faiths in the world around them, being confident in their own beliefs and values so that they can respect the religions and faiths of others. It is envisioned that the RE curriculum will impact the pupils in the following ways:

- Extending their knowledge and understanding of religions and worldviews
- Developing their expression and communication of ideas and insights about nature, significance and impact of religions and worldviews.
- Gaining and deploying the skills needed to engage seriously with religions and worldviews.

The impact of the RE curriculum on the children's learning will be assessed through the following methods:

- Unit assessments against the covered learning objectives by the teachers through the form of big questions and focused questions on the substantive knowledge.
- Curriculum monitoring by the curriculum leader, carrying out book looks, pupil voice and learning walks.
- Children in EYFS are assessed against the school benchmarking.

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