



Banks Lane Infant and Nursery School

Religion, Beliefs and Values Policy

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Statement of intent

At Banks Lane Infant and Nursery School we strive to create an ethos where children feel comfortable and confident to explore their own personal beliefs and those of others in a safe space. That RE at Banks Lane contributes dynamically to children's experiences as we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the diverse world around them. Through Religious Education, pupils develop their knowledge of different faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. RE is closely linked to both PSHE developing mutual respect and tolerance and also our own school values.

At Banks Lane Infant and Nursery School we recognise the effect that an inclusive teaching style can have on pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the Manchester, Salford, Tameside, Stockport and Trafford Agreed Syllabus 2022—2027.

Our school created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practice and evaluate their work.
- All pupils understand all elements of RE, as per the locally-agreed curriculum.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA) which stipulates that Religious Education is compulsory for all children attending a maintained school.

Parents are allowed to withdraw their children from Religious education should they wish to and should discuss this with the Headteacher.

This policy reflects the requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

2. Roles and responsibilities

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The headteacher is responsible for ensuring that this policy is adhered to. Teaching staff will ensure that the R.E. is taught in accordance with this policy and in line with Manchester, Salford, Tameside, Stockport and Trafford Agreed Syllabus 2022—2027.

3. EYFS

All children in the EYFS will be taught RE as an integral part of their personal, social and emotional learning.

All children will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits where possible, storytelling, role play opportunities and exploring activities in the continuous provision. All staff will encourage curiosity in children and provide opportunities for the children to explore their own feelings and reflect on their own experiences.

All RE teaching and learning must have regard to the most up-to-date version of the DfE's [EYFS framework](#).

4. Curriculum

Banks Lane Infant and Nursery School adheres to the locally-agreed syllabus of the Manchester, Salford, Tameside, Stockport and Trafford Agreed Syllabus 2022—2027.

Children in the Early years will encounter Christians and people of other faiths, as part of their growing sense of self, their own community and their place within it.

Year 1 will focus on Christianity to give them a strong grounding and a secure understanding of a Religion and what it means to belong to a religion. Whilst still being exposed to other religions during festivals and celebrations.

Once the children have a secure understanding of one Religion, they will then build on this in year 2, exploring Judaism and Muslims whilst comparing it to their previous experiences and knowledge of Christianity.

The progression of vocabulary is taken from the agreed syllabus. The selected terminology is a brief minimum that features in the plans and can continue to coherent progression.

The vocabulary is then broken down further into specific year groups on our school overview.

For example - Year 1 is the Christianity vocabulary.

Year 2 is building on the Christianity vocabulary whilst introducing Judaism and Islam vocabulary.

RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.

Children will be part taking in Can you Still's? At the start of each lesson to recall their prior knowledge and experiences.

Children will build on prior knowledge of religions already taught by comparing them to different religions. Children will make references to similarities and differences between religions.

At Banks Lane Infant and Nursery School children will have a high quality and progressive experience of RE which allows them to be creative, promotes curiosity, discussion and enquiry based, promotes mutual respect and tolerance and is memorable for them. The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum. The school for example uses DEAL within our RE lessons which is a school priority.

The school will make provisions to account for parents' right to withdraw their child from RE lessons. Please discuss with your child's Teacher or Mrs Newson should you want to discuss withdrawing your child from RE.

5. Teaching and learning

In order to deliver the aims and expected standards of the syllabus effectively, there is a minimum allocation of 5% of curriculum time from Foundation Stage to KS1.

Reception

36 hours of RE per year (50 minutes a week) This can include children accessing opportunities through continuous provision

Key Stage One

36 hours of tuition per year (For example, 1 hour a week or less than an hour a week plus a series of RE days)

Classroom teachers encourage pupils to discuss topics covered in RE with their peers and as a whole class.

Children are taught to look for similarities and differences between different beliefs, cultures and ways of life including non-religious world views and to compare them to their own personal experiences and thoughts.

New RE specific vocabulary is identified at the planning stage of each lesson or series of lessons. It is explicitly taught, using a variety of different strategies, and is on display in the classroom.

We take a cross curricular, creative approach to teaching Religious Education with RE content being delivered through subjects such as Literacy, Art and Music amongst others. We use a range of different strategies and resources to enhance the teaching and learning of RE such as artefacts organised by religion and stored in the hall. A variety of mind friendly teaching methods are used to teach RE including DEAL (drama, engagement and active learning) and hands-on active learning styles are encouraged.

First hand experiences where possible are incorporated into the teaching and learning of RE such as making church visits and other places of worship and having visitors coming to school to deliver workshops based around Religious Education.

A range of strategies encourage children to think about their own learning more explicitly, usually by teaching them to set goals, and monitor and evaluate their own academic progress.

Whole school celebrations include harvest festivals, Nativity plays, an Easter Assembly and assemblies based around other religious days such as Valentine's Day, St. Patricks Day, Shrove Tuesday and Eid celebrations.

We have daily act of collective worship. On a Wednesday and Friday there are whole school assemblies. One day a week the children will have a Key Stage assembly and there are often times throughout the day where quiet reflection is encouraged and can often following PSHE lessons.

We have just created a reflection garden near our library area where children are encouraged to have quite time and write their own reflections.

To improve understanding of the topic, several methods of teaching are deployed, including but not limited to:

- Storytelling
- Teacher-led activities
- Pupil initiated activities
- Debating
- DEAL
- Song / Hymn writing
- Creative responses through art work etc
- Educational Trips

- Whole School Assemblies
- Visitors to school
- Workshops

Children will be encouraged to express their feelings, emotions, thoughts and opinions.

6. Planning

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Planning for RE will comprise long-term, medium-term and short-term planning which will be undertaken by the relevant member of staff, e.g. the classroom teacher.

Long-term plans will be created by the subject leader and will include the topics studied during each term in the key stage.

Medium-term plans will be established by the subject leader and the details of work studied each term will be outlined for the teacher to build upon.

Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher and referred to the subject leader for verification.

Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.

Medium-term plans will identify the main learning objectives of RE, learning activities and differentiation. This information will be shared with the subject leader to ensure there is a visible progression between years.

7. Assessment and reporting

Formative assessment is on-going and is recorded on teacher's planning, monitored termly by the subject leader. Assessment for learning happens in each lesson feeding back to pupils about what they can do well and what they need to do next. Some teachers include an activity part way through a unit that might give more information about what a pupil knows and understands. These are ordinary activities that give information on pupil progress.

Within this lesson teachers consider how pupils might demonstrate the learning outcomes. All sorts of strategies can be used for assessment, the task could be written but could also take the form of: a piece of annotated artwork, a play or drama freeze frame or a debate. This could be evidenced with photographs and a teacher or pupil comment and recording the children's oral responses and uploading them to name a few.

As part of our school improvement plan we use DEAL and this lends its self extremely well to Religious education and creative ways in which to assess and measure progress.

Summative assessment is monitored and reported on in an End of Year Record of Monitoring document. Parents receive a statement of their child's progress in RE their annual report.

The impact of the RE curriculum is also regularly monitored through lesson observations, learning walks, monitoring of planning and scrutiny of work and through pupil voice.

The storage and management of resources are regularly monitored by the Subject Leader.

The progress of pupils with SEND will be monitored by the SENCO. The SENCO will also communicate with the classroom teacher to ensure any changes to assessment and attainment are implemented effectively.

8. Equal opportunities

All pupils will have equal access to the RE curriculum. (See RE SEND Pyramid)

Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

The school's Equality, Equity, Diversity and Inclusion Policy will be adhered to at all times.

When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.

Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

9. Monitoring and review

This policy will be monitored and reviewed on an annual basis by the subject leader, SLT and discussed at the full governing body.

The scheduled review date for this policy is June 2025.

Any changes to the locally-agreed syllabus will be communicated to the headteacher.

Any changes to this policy will be communicated to all teaching staff.