



**Hyde Park Infant School**  
**Religious Education policy**

1	April 2020	
Version	Date	Description

This policy has been created to ensure consistency and progression in the school's approach to Religious Education, enabling children to develop their understanding of Christianity, non-religious worldviews and the other major world religions in order that they develop tolerance and understanding of the local, national and global communities in which they live.

Religious Education is unique in that it is a core subject but is not part of the National Curriculum; 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.

Hyde Park Infant School provides RE in accordance with the locally agreed syllabus for Plymouth Schools and which includes units from the Understanding Christianity scheme. Each termly unit is enquiry based and key questions lead the development of children as religious enquirers.

### **Intent**

The principal aim of religious education at Hyde Park Infant School, is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Through the provision of Religious Education at our school, we aim to: provoke challenging questions about the purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human.

- foster personal reflection and spiritual development, to encourage pupils to explore their own beliefs, (whether they are religious or non-religious), 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 to help challenge prejudice.
- prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to the communities and to wider society.
- develop a sense of awe and wonder in the world in which our children live.

## Implementation

The school's progression map for the teaching of RE can be found below. As a school we follow the locally agreed syllabus for Plymouth schools, which includes units from the Understanding Christianity scheme, in addition to units which teach the other major world religions and non-religious worldviews. Our curriculum deepens pupils' knowledge about religions and develops their 'religious literacy'. It does this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.

- The curriculum at Hyde Park Infant School, sets out an underlying teaching and learning approach, whereby pupils encounter core concepts in religions and beliefs, developing their understanding and their ability to handle questions of religion and belief.
- **RE in the Early Years Foundation Stage**
- Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk
- about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.
- **In Reception class**, children should encounter Christianity and other faiths as part of their
- growing sense of self, their own community and their place within it.

## RE in Key Stage One

### What do pupils gain from RE at this key stage?

Pupils should develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should use basic subject-specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

### End of key stage outcomes

#### RE should enable pupils to:

- identify the core beliefs and concepts studied and give a simple description of what they mean
- give examples of how people use stories, texts and teachings to guide their beliefs and actions
- think, talk and ask questions about whether the ideas they have been studying have something to say to them
- give examples of how stories show what people believe (e.g. the meaning behind a festival)
- give examples of ways in which believers put their beliefs into action
- give a good reason for the views they have and the connections they make
- give clear, simple accounts of what stories and other texts mean to believers

### Religions and worldviews

During the key stage, pupils should be taught knowledge, skills and understanding through learning about **Christians, Muslims and Jews**. Pupils may also encounter other religions and worldviews in thematic units, where appropriate.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Being Special: Where Do we belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians?	Why is Easter special to Christians?	Which places are special and Why?	What times/stories are special and why ?
Year 1	What does it mean to belong to a faith community?	What do Christians believe God is like?	Who is Jewish and how do they live?	Who is Jewish and how do they live?	Who do Christians say made the world?	How should we care for the world and for others, and why does it matter?
Year 2	Who is a Muslim and how do they live?	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? Part 2	Why does Easter matter to Christians?	What is the 'good news' Christians believe Jesus brings?	What makes some places sacred to believers?

## **The Contribution RE makes to other areas of the curriculum**

### **Personal development and well-being:**

- RE plays an important role in preparing pupils for adult life, employment and lifelong learning.
- It helps children and young people become successful learners, confident individuals and responsible citizens.
- RE gives children the opportunities to discuss and reflect upon the big questions of meaning and truth such as the origins of the universe, life after death and beliefs about God.
- At Hyde Park Infant School we aim to ensure that our curriculum offers children the opportunities to find out about these areas with respect to different faiths and non-religious world views, so that they are able to enter the world with a level of understanding of 'what makes me, me and you, you'.

### **Assessment and Recording of RE:**

- In line with the school's policy for assessment and reporting, each teacher is expected to take responsibility for the regular assessment of RE; this is done through teacher marking against specific learning intentions as well as through pupil reflection.
- Each unit is led by a key question. Children answer this question before teaching and then again at the end of the unit, which allows the teacher to assess progress during the term.
- An annual over all judgement is made by the class teacher as to whether the child is below the expected standard, at the expected standard or whether they are working at greater depth. The annual report to parents indicates the effort and attainment made by pupils over the course of the year.

### **Staff Development:**

- This takes place through staff meetings, INSET and planned CPD opportunities.
- The school subscribes to NATRE and attends Plymouth RE Hub meetings.
- The R.E. co-ordinator oversees the R.E. provision throughout the school and feeds back any new information to the rest of the staff.

### **The Right to Withdrawal:**

Parents / carers may make a request, in writing, to the Headteacher, that their child be withdrawn from Religious Education. However, it should be noted that requests for withdrawal are often based on a misunderstanding of the nature and purpose of R.E. and discussion of this is vital before a decision to withdraw can be made.