

RELIGIOUS EDUCATION POLICY

South Walney Infant and Nursery School



Approved by:	Board of Governors	Date: March 2025
Last reviewed on:	Spring 2025	
Next review due by:	Spring 2027	

This document is a statement of the aims, principles and strategies for teaching Religious Education at South Walney Infant and Nursery School.

Educational Rationale

Every child has the right to enquire, wonder and question the meaning and purpose of life. We are required by the 1988 Reform Act to teach Religious Education as a subject equal in status to the National Curriculum subjects. Through Religious Education children have the opportunity to experience this as RE can provoke challenging questions that in turn encourages children to think and question too. RE develops children's understanding of religions, of other people's beliefs and values and the importance of traditions. RE encourages children to learn from religions as well as learn about them.

Statutory Obligation

Schools and governing bodies are required to ensure that all learners aged 5-18 gain their statutory entitlement to RE throughout all years of compulsory education and in the sixth form. This has been part of statute since 1944. It was reinforced in the 1988 Education Reform Act and it remains so today.

The requirement to teach RE does not apply to nursery classes but does to those pupils in reception.

(Collective Worship is **not part** of the taught curriculum and is not part of the recommended time for teaching RE.)

The Cumbria Agreed Syllabus for RE is not designed to indoctrinate pupils, or urge a particular religion or belief on pupils.

It is the head teacher's duty to ensure that:

- RE is provided in accordance with this Agreed Syllabus for all registered pupils at the school;
- There are appropriate resources and staffing to meet the aims of RE;
- Parents receive an annual written report on their child(ren)'s progress in RE;
- Requests from parents for the withdrawal of their child(ren) from RE are responded to and alternative arrangements made, so long as it does not incur any additional cost to the school or the local authority.

The governing body is responsible for ensuring that:

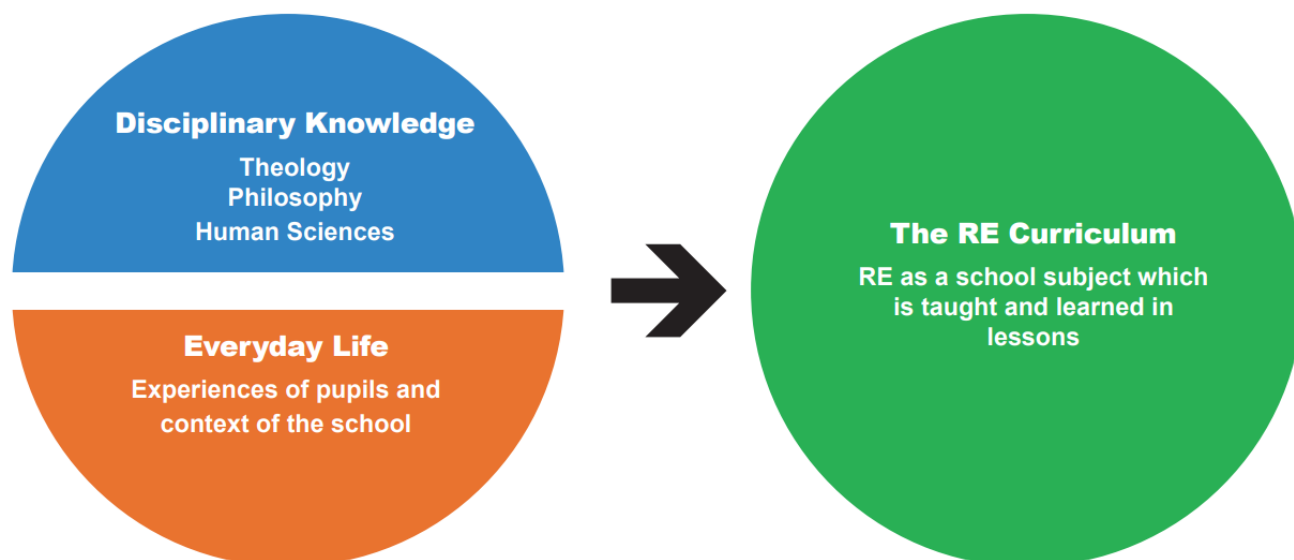
- RE is included in the basic curriculum;
- Sufficient time and resources are devoted to RE to ensure the school meets its legal obligations and provides an RE curriculum of quality.

Aims

Religious Education is an important element in the broad and balanced curriculum we aim to provide at South Walney Infant and Nursery School. Through our RE curriculum we provide opportunities to develop children's knowledge and understanding of world religions and reflect on the challenging questions that it provokes so that they become

The aims of religious education at this school are:

- To develop pupils' knowledge and understanding of Christianity and Buddhism, as well as elements of other religions and consider how the beliefs of others impact on their lives and the lives of others.
- To encourage children to ask and reflect on challenging questions.
- To provide opportunities for conversation and personal reflection where children can explore their own worldview and beliefs (not necessarily religious).
- To encourage children to make sense of, appreciate and respect the different cultures in today's society, understanding that religion isn't fixed – it is living, dynamic, changing and evolving throughout the world.
- To facilitate religious literacy, teaching the RE curriculum through the 3 disciples, as outlined in the Cumbria Agreed Syllabus 2023, taking into account the everyday experiences and context of the school.



Buddhism

Key Stage 1	
Introduce:	
Theology: asking questions Buddhists may ask	Concepts: refuge, interdependence, impermanence Life story of Shakyamuni Buddha 3 jewels: Buddha, Dharma & Sangha Jataka stories about Buddha's previous lives The Dhammapada
Philosophy: asking questions philosophers may ask	Concepts: belonging, kindness, calmness, generosity, patience, gratitude, respect Links between belief and behaviour e.g. importance of our inner world, meditation & life style; karma (cause & effect) & the results of actions of body, speech & mind
Human Sciences: asking questions human scientists may ask	Concepts and vocabulary: meditation, puja, benefiting others, monastery, temple, dharma centre, home shrine, impermanence Symbolism as expressions of Buddhism. The importance of not hurting any living thing. Buddhist stories on daily life.

Christianity

Key Stage 1	
Introduce:	
Theology: asking questions Christians may ask	Concepts: Golden Rule, creation, creator, God, Holy Spirit, incarnation and salvation The life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres.
Philosophy: asking questions philosophers may ask	Concepts: belonging, special, forgiveness, kindness, love, family, values Make links between belief and behaviour e.g. making decisions based on the teaching of the Bible
Human Sciences: asking questions human scientists may ask	Concepts and vocabulary: Christian, church, altar, font, Bible, gospel, baptism, Christening, Christmas, Easter, Jesus, worship The local church(es), symbolism and artefacts as expressions of Christianity. The importance of rites of passage, worship gathering and celebrations.

British Values

Teachers will be aware of how RE supports British Values through concepts that regularly occur in RE:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Strategies for Implementation and Organisation

We seek to achieve the above aims by means of the following strategies:

- Planning within each year group and relating plans to the concepts, skills and attitudes from the Cumbria Agreed Syllabus.
- Ensuring that RE is taught either one hour weekly or in half-termly blocks of one week according to the prescribed time allocation for the subject.
- Ensuring that there is a progression within RE from year group to year group.
- Covering themes throughout the year in the different year groups which are designed to ensure that children learn about and from Christianity and Buddhism, as well as progress in their knowledge about other faiths.
- Providing children with opportunities to engage in discussion, hear stories (both sacred and secular) and be involved in activities to deepen their understanding of a particular religion.
- Ensure that children with SEND are able to access the RE curriculum in meaningful ways.

Visits and Visitors

In Year 1 children visit St Mary's church as part of their learning about Christianity.

In Year 2 the children visit the Manjushri Centre (Conishead Priory) to learn about Buddhism from the Buddhist monks and nuns.

The Christian festivals of Harvest and Easter are celebrated with simple assemblies to which parents are invited, as well as at the local vicar.

Christmas is celebrated by simple concerts which usually contain the story of the Nativity in some form.

Festivals and celebrations from a variety of other religions and cultures are used to enrich the curriculum, for example, Diwali and Chinese New Year in the EYFS.

Parents (or other visitors) from other religions are encouraged to come into school to share their stories and religious experiences.

Assessment

Children are assessed throughout the year through informal judgements and observations, which are used to inform future planning. At the end of a unit of work, we make a summary judgement about the work of each pupil in relation to the expectations of the unit.

The statements in the above progression grid provide the basis on which to make judgements about pupils' performance at the end of KS1.

Right of Withdrawal

According to the Education Act 1996 and the School Standards and Framework Act 1988 parents have the right to withdraw their children from all or part of Religious Education lessons.

South Walney Infant & Nursery School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability