



Religious Education Policy

October 2024

Review by October 2026

Introduction

Religious Education is a compulsory subject and forms part of the National Curriculum to which every pupil should have access. It can provide the foundation for many people's lives and promote acceptance and understanding of other beliefs. At Abbots Farm Infant School, we believe RE helps to promote the spiritual, moral and cultural development of all pupils.

Aims

At Abbots Farm Infant School, we aim to deliver 50 minutes of R.E. per week whether this be in the form of a discrete lesson or through continuous provision. Our school aims to give children opportunities to explore, reflect upon and respond to life experiences and beliefs and practices by:

- Developing knowledge and understanding of different religions.
- Considering their own feelings and experiences.
- Relating to people, events and experiences in the world around them.
- Engaging children to systematic enquiry by asking 'big' questions about life and to understand what different people believe and how this makes a difference to their life.

Religious Education Content

As a Warwickshire school we use the Coventry and Warwickshire Agree Syllabus for Religious Education 2024-27. This enables us to explore Buddhism, Hindusim, Islam, Judaism and Sikism, as well as Christianity.

As per guidelines we will ensure:

Key Stage	Age	Content
Early Years and Reception	4-5	
Key Stage 1	5-7	Pupils will gain an understanding of all the six principal religions and recognise that many people hold secular (non-religious) views. Particular focus should be given to Christianity and two other religions chosen from Buddhism, Hindusim, Islam, Judaism and Sikhism. Pupils should develop an understanding of the role of religion in encouraging forgiveness, bridge-building and reconciliation.

Teaching and Learning

In order to make religious education a lively, active subject at Abbots Farm we employ a range of teaching methods. This includes, whole class teaching, group work as well as individual work and continuous provision. Where possible children will have the opportunity to encounter local faith communities through visits to local places of worship and visits from member of local faith communities.

R.E. in The Early Years Foundation Stage (EYFS)

Religious Education is statutory for all pupils registered on the school roll. The statutory requirement for religious education does not extend to nursery classes in maintained schools. RE may, however, form a valuable part of the educational experience of children throughout the key stage.

Throughout the EYFS, religious education is accessed via play-based and child-centred approaches which encourage the learning to follow where the child's interest and curiosity leads. The children at Abbots Farm Infants School will be given opportunities to explore and investigate stories and artefacts enabling them to develop critical thinking and make those links between their different ideas. They will have the opportunity to visit places of worship. Children will be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They will be able to ask questions and reflect on their own feelings and experiences. They can use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

In line with the DfE's 2013 EYFS Profile RE can, through planned, purposeful play and through a mix of adult led and child-initiated activity, provide these opportunities for pupils:

Communication and Language

- Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions
- They use talk to organise, sequence and clarify thinking, ideas, feelings and events
- Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources
- They talk about how they and others show feelings
- They develop their own narratives in relation to stories they hear from different communities.

Personal, Social and Emotional Development

- Children understand that they can expect others to treat their needs, views, cultures and beliefs with respect
- They work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously
- They talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable • Children think and talk about issues of right and wrong and why these questions matter
- They respond to significant experiences showing a range of feelings when appropriate
- They have a developing awareness of their own needs, views and feelings and be sensitive to those of others
- Children have a developing respect for their own cultures and beliefs, and those of other people
- They show sensitivity to others' needs and feelings, and form positive relationships.

Understanding the World

- Children talk about similarities and differences between themselves and others, among families, communities and traditions
- They begin to know about their own cultures and beliefs and those of other people
- They explore, observe and find out about places and objects that matter in different cultures and beliefs.

Expressive Arts and Design

- Children use their imagination in art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings
- They respond in a variety of ways to what they see, hear, smell, touch and taste.

Literacy

- Children are given access to a wide range of books, poems and other written materials to ignite their interest.

Mathematics

- Children recognise, create and describe some patterns, sorting and ordering objects simply.

And in line with the Coventry and Warwickshire SACRE 2024-27, we explore the following questions of study:

F.1 How can people show they belong together?

F.2 Who are the people in sacred (special) stories and why might they be important today?

F.3 How do people know how to treat each other?

KS1: Programme of Study and planning steps

RE in KS1: Programme of Study

What do pupils get out of RE at this key stage?

Pupils at Abbots Farm Infant School will be given opportunities to develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will use basic subject specific vocabulary. They will 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.

Planning

At Abbots Farm Infant School, we aim engage the children into a systematic enquiry into significant human questions which religion and worldviews address. Children will be able to develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Year 1 questions of study:

- **K1.1 How might your religion or worldview be seen in the choices you make?**
- **K1.2 Where do people turn for guidance in life?**
- **K1.3 How do people with similar religion and world views share and celebrate their beliefs?**

Year 2

- **K1.4 Who is Jesus?**
- **KS1.4 What is most important to different people?**
- **KS1.6 Why has the Coventry Blitz shaped worldviews locally and globally?**

Parental Involvement

We encourage parental involvement across the school where possible and where trips are planned to become involved and help supervise them. We also encourage parents to share videos or pictures for us to incorporate into our RE lessons where suitable.

Monitoring and Evaluation

This policy will be reviewed every **two years** by the **RE lead**, in collaboration with the **headteacher** unless there have been significant changes. The next scheduled review for this policy is **October 2026**.

The monitoring of R.E. will include consultation with staff, governors, pupils and parents. The results of which will then be used to inform future planning, practice and overall subject development.

Any changes made to this policy will be communicated to teachers and other relevant staff.