

Religious Education Policy
Nursling CE Primary School
Date of Issue: September 2023
Review Date: September 2024



Vision

Guided by our three strong Christian Values and five Learning Behaviours, regardless of origin or faith, we work together to flourish and succeed.

Learning to Love. This is central to our school. Our children believe we show love at Nursling through kindness, being caring and supporting each other.

Building Resilience. Our children understand that not everything comes easily and life is a journey to navigate through good and challenging times.

Taking Responsibility. All of our children realise that they are responsible for the things that they do and say and the impact this has on others. Taking responsibility means being brave to speak out and do the right thing.

We have linked the story of the feeding of the 5000 as this encapsulates our school values so well. The child with the loaves and fish is at the heart of this Bible story; just as the children are at the heart of Nursling.

The Lord says, "I will guide you along the pathway of your life. I will advise you and watch over you." (Psalm 32:8).

Through a positive caring environment at Nursling CE Primary School, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps.

As a church school, RE is central to our purpose. Christian faith informs all aspects of our life together and commits us to a search for truth. RE at Nursling explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to gain knowledge, respect, understand and respond to the important questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. Our Christian Values permeate the curriculum in its entirety of our school.

Aims

At Nursling, RE supports and strengthens the vision, ethos and values, which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child (spiritually, morally, socially, culturally and intellectually) is reflected in our RE curriculum. Specifically, RE aims to enable pupils of all abilities and stages of development to:

- Develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning;
- Develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain;
- Understand how belief may impact on culture, relationships, values and lifestyle;
- Understand how belief can be expressed in a variety of ways, including art, dance, music, ritual celebration and different cultural settings;
- Develop spiritually, morally, culturally and socially by helping children to reflect upon personal feelings, responses and relationships;
- Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith;
- Be supported in their own search for meaning and purpose in life;
- Develop a sense of awe, wonder and curiosity;
- Explore concepts of love, forgiveness and sacrifice;
- Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis;
- Develop attitudes of respect, sensitivity, open-mindedness and self-esteem.

Legal Framework

As a voluntary controlled CE school, the Hampshire Agreed Syllabus for RE (Living Difference IV) is our statutory document for the teaching of RE, which is supplemented through the use of 'Understanding Christianity'.

Parents have a legal right to withdraw their children from religious education lessons. However, as RE is central to the life and identity of Nursling CE Primary School, we would ask parents to discuss with the Head Teacher any queries they might have.

Teaching and Learning

- The scheme of work for RE will maintain a balance between the two attainment targets: Learning about Religions and Learning from Religions.
- There will be clear learning outcomes for all units of work, based on the appropriate expectations/levels, as set out in the RE syllabus.
- The scheme of work will ensure that there is continuity and progression for pupils and opportunities for assessment in both attainment targets.
- A range of teaching and learning activities will ensure that pupils learn effectively and with interest.
- Pupil progress and attainment in RE is tracked and recorded half-termly; evidence of this will be seen in children's RE books.
- Progress in RE will form part of pupils' annual report to parents.

- RE will be taught either as a discrete subject or as part of a cross curricular approach where appropriate.
- A range of visitors will be invited to support the teaching of RE, and where possible, there will be planned visits to places of worship.
- In this school, the faiths taught in RE at KS1 are Christianity, Judaism and the Hindu tradition. During KS2, children are taught Christianity, Judaism, Islam, the Hindu tradition and Humanism. We also learn about key festivals from Christianity, Judaism, Islam and Hinduism throughout the year across the school.
- RE will be given at least 5% of curriculum time i.e. 1 hour per week in the foundation stage and key stage 1 and 75 minutes per week in key stage 2. However, wherever possible, RE will be blocked to allow children to make links and spend time pondering and exploring questions.

Subject Leadership

The RE subject leader will support and monitor the subject by:

- Ensuring that their subject knowledge and expertise is kept up-to-date by attending regular training.
- Ensuring that staff receive adequate training in the teaching and assessment of RE.
- Monitoring the quality of RE teaching across the school.
- Meeting with the foundation governors and reporting to the governing body on progress and attainment in RE.
- Ensuring that the principles set out in the National Society's Statement of Entitlement for RE are implemented.

Review

This policy will be reviewed regularly. Its effectiveness will be monitored by the RE Leader and will be based upon discussions with other members of staff, observation of children's work and re-evaluation of teaching plans. The outcome of the review will influence the future school improvement plan.