

Waterthorpe  
Nursery Infant School



RE  
Policy  
2017

**Approved by:** Curriculum Committee

**Date:** 11<sup>th</sup> December 2017

**Next Review Date:** Spring 2019

## **Basis for the Policy**

Religious Education (R.E.) has sound educational reasons for being part of our curriculum. The dimension of life, which we label 'religious' or 'spiritual', is part of every person. As we seek to educate the whole child (promoting their 'spiritual, moral, cultural, mental and physical development') we must provide for exploration into this dimension, and provision must be made for discovery, experience and growth. The religious quest is part of our human heritage, and the foundation of much of our cultural heritage.

## **Aims**

The aim of religious education in Sheffield schools is that pupils will know about and understand a range of religions and worldviews and will express ideas and insights of their own into the significant human questions which religions address.

## **We therefore aim to:**

- open doors to the religious/spiritual dimension of life
- provide each child with the opportunity for exploration, discovery, experience and growth within this dimension
- help each child develop the relevant skills and attitudes for the religious quest
- encourage each child to understand and value their own religious faith and traditions and develop an understanding, respect and sensitivity for those of others
- help the child understand that religion and religious questions have been, and are, central to many people's lives
- develop understanding of the ways in which religious beliefs are expressed and how they affect people's lives
- explore the above in the context of Christianity and other world faiths

## **Legal Requirements**

The National Curriculum states the legal requirement that:

"Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life."

And:

"All state schools... must teach religious education to pupils at every key stage... All schools must publish their curriculum by subject and academic year online" (DfE National Curriculum Framework, July 2013, p4).

In accordance with the 1988 Education Reform Act we base our R.E. on the Local Education Authority Agreed Syllabus for Religious Education: "Enquiring Minds & Open Hearts: Religious Education for all" issued by Sheffield Education Authority (2014-2019).

R.E. must:

- be provided for all pupils
- reflect the fact that the religious traditions in Great Britain are in the main Christian
- take account of the teaching and practices of the other principal religions
- be non-denominational

### **The Implicit R.E.**

This is to be found within the ethos of the school. The atmosphere, values and personal relationships should reflect the value of each person as a unique physical, intellectual, emotional and spiritual being, belonging to a community.

### **The Explicit R.E.**

We have developed our schemes of work from the Programmes of Study and Attainment Targets provided by the authority. Every Attainment Target will be covered annually in such a way as to provide progression. The Schemes of Work show the material to be used in each year but allow flexibility of approach and timing.

R.E. may be taught in the following ways:

- (1) Linked with the assembly theme (from the yearly plan)
- (2) Within Enhanced Provision with a clearly identified R.E. activity
- (3) Through a specific R.E. topic

At the same time the R.E. aspect of all cross-curriculum topics is identified and explored.

### **Methods of Achieving Our Objectives**

Children and staff sharing with each other, from their own experiences.

Individual, group, class, whole school activities and experiences connected with the theme or topic.

Visitors - receiving visitors from faith communities, interviews, talks, sharing experiences.

Visits - group or class visits to places of worship.

Use of artefacts (e.g. religious objects, symbols, clothing, books etc.) - handling, questioning, imaginative play.

Stories from the Bible and other religious writings and traditions.

Festivals, celebrations, worship - celebrating or acknowledging where appropriate.

Drama and imaginative play.

T.V. and Radio programmes.

### **Reports**

In accordance with government requirements on R.E. a comment will be included in the annual report to parents.

## Spiritual, Moral, Social and Cultural Development

R.E. may make a significant contribution towards the spiritual, moral, social and cultural development of the child.

We see R.E. as an integral part of Education, providing the openness for each child to explore the religious dimension of life, and to learn about Christianity and other world faiths represented in Sheffield. We hope that all members of staff will feel that they can be fully involved regardless of their own personal commitment.

Section 25 of the Education Act (1988) allows parents to exempt their children from R.E. It is school policy to strongly encourage parents to allow their children to participate in the full life of the school. This includes R.E. classwork and assemblies, which can be linked. However, if any parents still wish to exempt their child from R.E. they should contact the Headteacher.

According to the 1944 Education Act a teacher has the right to withdraw from teaching R.E.

June 2017

To be reviewed Spring 2019

## Equality Impact Assessment Template

<b>Name of policy or project being assessed?</b>	<b>Date</b>
RE Policy	03/04/2017

<b>Priority Level</b>	
High	
Medium	X
Low	

<b>Lead Officer: Helen Stokes</b>
<b>Members of the assessment team: Helen Stokes &amp; Suzanne Marriott</b>
<b>Others involved in the assessment (peer review/external challenge): Curriculum Committee members</b>

<p><b>What are the aims of the policy or project?</b></p> <p>To open doors to the religious/spiritual dimension of life.</p> <ul style="list-style-type: none"> <li>● To provide each child with the opportunity for exploration, discovery, experience and growth within this dimension.</li> <li>● To help each child develop the relevant skills and attitudes for the religious quest.</li> <li>● To encourage each child to understand and value their own religious faith and traditions and develop an understanding, respect and sensitivity for those of others.</li> <li>● To help the child understand that religion and religious questions have been, and are, central to many people's lives.</li> <li>● To develop understanding of the ways in which religious beliefs are expressed and how they affect people's lives.</li> <li>● To explore the above in the context of Christianity and other world faiths.</li> </ul>
<p><b>Who is the intended customer/service user of this project or policy?</b></p> <p>Staff, governors, parents and children</p>
<p><b>What are the desired outcomes from this project or policy?</b></p> <p>As we seek to educate the whole child (promoting their 'spiritual, moral, cultural, mental and physical development') we aim to provide for exploration into this dimension, and provision must be made for discovery, experience and growth. The religious quest is part of our human heritage, and the foundation of much of our cultural heritage.</p>
<p><b>List any other key policies, procedures, projects or strategies that this policy/project has implications on:</b></p>

PSHE, monitoring and evaluation, teaching and learning, equal opportunities,

What are the racial, disability and gender equality implications of the policy or project?

<p>Does the policy or project have any significant positive impact for:</p> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	<p>Different religious groups</p>
<p>Does the policy or project have any significant adverse impact for:</p> <ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	<p>No</p>
<p>Do you have any evidence?</p>	
<p>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</p>	

<p>Action to take :</p>			
<p>If you have indicated there is a negative impact, can it be justified?</p>	<p>YES</p>	<p><input type="checkbox"/></p>	<p>NO</p>
<p>If you have indicated there is a negative impact and it cannot be justified, is it discrimination? N/A</p>	<p>YES</p>	<p><input type="checkbox"/></p>	<p>NO</p>
<p>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</p>			
<p>Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy)</p>			

<p>Signed (Person completing the form):</p>	<p>Date: 30/5/12 Reviewed 03/04/17</p>
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