



All Saints C of E
Infant and Nursery School

Selston C of E
Infant and Nursery School

Religious Education Policy

Review due: September 2025

*Opening hearts and minds through the
grace and love of God*

ALL SAINTS CHURCH OF ENGLAND (VA) INFANT SCHOOL AND PRE-SCHOOL

SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL

MISSION STATEMENT

Opening hearts and minds through the grace and love of God

At All Saints Infant School and Pre-School and Selston Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

Religious Education Policy

All Saints Church of England Infant and Pre-School Selston Church of England Infant and Nursery School

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject. However, 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'. At both our schools, we treat Religious Education as a core subject.

All Saints is a Church of England Voluntary Aided School therefore the provision of RE must be in accordance with the Trust Deed of the School. The Governors in consultation with the Headteacher have decided, following advice from the Diocese, to adopt the Locally Agreed Syllabus and the Church of England publication 'Understanding Christianity', supplementing these with material from the Diocese and elsewhere.

Religious Education is central to the churches' understanding of education and mission. 'The National Society Statement of Entitlement' outlines the following aims for RE in a Church of England School:

- to enable pupils to encounter Christianity as the religion that shaped British culture and heritage and influences the lives of millions of people today;
- to enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents;
- to develop understanding of religious faith as the search for and expression of truth;
- to contribute to the development of pupils' own spiritual and philosophical convictions, exploring and enriching their own faith and beliefs.

Aims of Religious Education

At both our schools, we aim that Religious Education will enable our pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom and thereby develop confidence in their own beliefs and values;
- enhance their spiritual, moral, social and cultural development by: developing awareness of the ultimate questions of life raised by human experiences, and of how religions can relate to them; responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience; reflecting positively on their own identity, beliefs, values and experiences in the light of their study;
- develop positive attitudes: of respect towards other people who hold views and beliefs different from their own, and towards living in and contributing to an inclusive and caring community and a society of diverse religions.

The contribution RE makes to other curriculum aims in particular to SMSC, promotion of the schools Christian values and the promotion of 'British Values'

Spiritual, moral, social and cultural development

SMSC prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

The school's Christian values

RE should contribute to the promotion of the school's distinctively Christian values. Making connections between the values and learning in RE will bring about greater understanding of the values and how they can be put into practice across a range of experiences.

Respect for All and Global Learning

RE makes an important contribution to a school's responsibility to promote respect for all and global learning. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination and extremism.

The school community

RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located

RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area in particular local churches.

The UK community

A major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community

RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

The promotion of 'British Values'

RE provides opportunities to promote the 'British Values' of democracy, the rule of law, individual liberty and mutual respect. (See Nottinghamshire Agreed Syllabus for RE 2015 'Religious Education for All' and the supporting document 'Guidance for delivering Religious Education in church schools').



Approaches to teaching RE

- RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled.
- High quality learning experiences in RE are designed and provided by careful planning through the locally Agreed Syllabus and Diocesan materials taking into account the need to offer breadth of content.
- In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.
- Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities.

How RE is organised

RE is delivered as a discrete subject. In accordance with the structure of the locally Agreed Syllabus we have agreed that at Key Stage 1 pupils study Christianity and Judaism. We use the Agreed Syllabus and 'Understanding Christianity' as a basis for our planning.

'Understanding Christianity':

- develops pupils' own thinking and understanding of Christianity;
- explores the significant theological concepts within Christianity as part of developing pupils wider religious, theological and cultural literacy;
- supports teachers in developing their own knowledge and understanding of Christianity theology to be able to teach with confidence.

Long and medium term planning is in place so that teachers know exactly what they have to teach in each term. Long term planning is available on the school website. In addition, pupils will also learn about the major festivals of religious traditions other than Christianity and Judaism (e.g. Diwali, Eid).

Assessment and recording of RE

Assessment activities for specific units of work take place at the end of each term and pupil outcomes are reported on Excel spreadsheets. These are discussed with the SLT during Pupil Progress meetings. Religious Education Portfolios are the principal means by which learning in RE is recorded, although evidence can also be found in pupils' literacy books.

Arrangements for monitoring standards of teaching and learning in RE, including how RE contribute to SIAMS School Self Evaluation

The co-ordinators (Lynette Hardwick/Alison Taylor and Jo Redfern) monitor RE within the school through analysis of assessment data, work scrutiny, observations and discussions with pupils. Their monitoring reports inform the SIAMS School Self Evaluation.

Responsibilities for RE within the school, (Headteachers and Governors)

As well as fulfilling their legal obligations, the Governing Body and Headteacher should also make sure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum;
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation;
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD;
- teachers newly appointed to church schools are provided with support offered by the Diocese to enable them to become effective teachers of RE;
- teachers are aware of the contribution RE makes to developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion;
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives;
- clear information is provided for parents on the RE curriculum and the right to withdraw;
- teachers are aware that they do not have to teach RE unless specifically appointed to do so;
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress;
- where there are insufficient teachers in a school who are prepared to teach RE, the Headteacher ensures that pupils receive their entitlement to RE. In these circumstances, headteachers might wish to seek advice from the Diocese, or LA SACRE.

The right of Withdrawal from RE

At both our schools, we wish to be an inclusive community but recognise that parents/carers have the legal right to withdraw their children from RE on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions

on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

We would ask any parent/carer considering this to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at All Saints.

Managing the right of withdrawal

- The schools will ensure that parents/carers who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents/carers should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this if they wish.
- The schools may also wish to review such a request each year, in discussion with the parents/carers.
- The use of the right to withdraw should be at the instigation of parents/carers, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents/carers have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents/carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents/carers can make an informed decision.
- Where parents/carers have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents/carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent/carer wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent/carer wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA SACRE (VC schools) or Diocese (VA schools) is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.