

# Practice Guidance for Religious Education

### Why is Religious Education important to the children in our school?

Religious Education is an essential component of a broad and balanced education and is a focal point in the curriculum for work on Spiritual, Moral, Social and Cultural Development and British Values. It enables the growth of religious literacy, essential for life in modern Britain and the wider world.

Religious Education is concerned with the deep meaning that individuals and groups make of their experiences and how this helps them give purpose to their lives. It provides opportunities to explore, make and respond to the meanings of those experiences in relation to the beliefs and experiences of others as well as to one's own experiences.

RE's place in the curriculum is underpinned by values and purposes. Along with the other subjects of the curriculum, RE aims:

- to provide opportunities for all pupils to learn and to achieve;
- to promote pupils' spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of the present and the future.

### What is Religious Education?

Religious Education (RE) is a subject taught in schools that aims to develop children's understanding of the world's religions. Through religious education, children will learn about different religions and their traditions, practices and beliefs. Religious education also promotes children's tolerance and mutual respect in a diverse society.

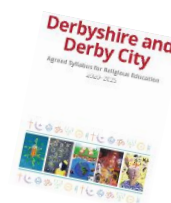
The Education Act 2002 stipulates that RE must be provided for all registered pupils in state-funded schools in England, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over).

Religious Education is determined at a local level with a locally agreed syllabus.

The syllabus explains the value and purpose of RE for all pupils and specifies for teachers what shall be taught in each age group. It provides a coherent framework for setting high standards of learning in RE and enabling pupils to reach their potential in the subject. As such, the Agreed Syllabus is parallel to the government's subject orders for the subjects of the National Curriculum.

<https://schoolsnet.derbyshire.gov.uk/site-elements/documents/teaching-learning-and-school-governance/curriculum-and-assessment/derbyshire-and-derby-city-agreed-syllabus-2020-2025.pdf>  
(Appendix 1)

An RE curriculum must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.



## Our approach to planning Religious Education:

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The aims of Religious Education at Cavendish Infant and Nursery School follow those outlined in The Derby City Agreed Syllabus for Religious Education. These aims are:

- To ensure that every pupil's statutory entitlement to RE is met, irrespective of their faith or belief, and within this to encourage pupils to explore questions of spirituality, identity, ethics, discrimination and prejudice.
- To enable pupils to develop religious literacy and conceptual understanding of what it means to be a person of faith or no faith.
- To encourage pupils to articulate their own ideas and experience of religion, belief and spirituality.
- To encourage all pupils and teachers to experience RE as an exciting subject that feeds into an understanding of what it means to live in Derbyshire and Derby City and our wider world communities and to promote harmony and good community relations.
- To encourage teachers to produce RE lessons that are challenging, inspiring and engaging to everyone.
- To assist pupils to engage critically with ideas and understanding of religion and belief systems, given the nature of our society, its speed of change and growing social media influences. RE studies how religions and world views shape and are shaped by the societies in which pupils live, promoting deepening understanding of those belief systems.
- To promote interactive, creative and experiential learning that promotes social and ethnic accord alongside the endorsement of fundamental British Values, so that schools will be supported in visiting places of worship, community meeting places and communicating with different social groups across the local community.

### Curriculum Time and Provision spend on the teaching of RE in school is:

Year Group	Curriculum Time per Year
EYFS 1 (Nursery)	5% curriculum time
EYFS 2 (Reception)	36 hours
Key Stage 1	36 hours

**EYFS 1 (Nursery):** Although not compulsory for this age group, religious education will be included in within their provision equating to approximately 5% of curriculum time.

**EYFS 2 (Reception):** Approximately 50minutes per week or some shorter sessions implemented through continual provision.

**Key Stage One:** Minimum of one hour per fortnight with two RE days per year.

## Essential resources for Religious Education:

### Resources

We are fortunate to have a range of resources available to support the delivery of religious education. Some resources are owned by the school.

Resources are in the curriculum store which is accessible to all staff. Resources are organised based on religion/festival and staff are asked to ensure that all items are returned to the correct boxes promptly after use. It is the responsibility of all staff to ensure that resources are handled and cared for in a respectful manner.

Each class has a children's bible and a selection story books which enhance the teaching of RE and Cultural development for our children.

### School Visits/Visitors

Teachers are encouraged to take children on visits to support teaching and learning wherever possible. Visits will be planned in consultation with staff and risk assessments completed to ensure the safety of all the children and staff.

Where possible, visitors are encouraged to come to school in order to discuss different religions, beliefs and cultures at an age appropriate level with the children.

These will be planned for in advance and in partnership with the subject coordinator in order to ensure progression throughout the school.

We welcome a visit from St Mary's church every half term.

## Our approach to teaching and learning in Religious Education Religious Education:

### Breadth of Study

The Derby City Agreed Syllabus for Religious Education stipulates the minimum required religions to be studied.

Year Group	Religious Areas of Study
Foundation Stage 1 (Nursery)	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
Foundation Stage 2 (Reception)	
Key Stage 1 Year 1 Year 2	Christians and Jewish people Christians and Muslims people

The Agreed Syllabus for RE sets out experiences and opportunities and appropriate topics for children in the EYFS. The suggestions made for the EYFS RE curriculum are connected to the EYFS 7 areas of learning. Planned teaching experiences will support children's learning and development needs identified through holistic assessment. Good Early Years teaching stems from children's own experience and so many practitioners will find ways to draw on the wealth of religious or spiritual experiences that families may bring with them.

The EYFS statutory framework also outlines an expectation that practitioners reflect on the different ways in which children learn, the characteristics of effective learning

RE in the Early Years Foundation Stage Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

In Key Stage 1, The Derby City Agreed Syllabus outlines three strands of learning (threshold concepts) each with key questions which serve as a line of enquiry (milestones). These allow for clear progression.

Threshold Concept	Milestone 1 Year 1 and Year 2
Believing	1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? 1.3 What can we learn from sacred books?
Threshold Concept	Milestone 1 Year 1 and Year 2
Expressing	1.5 What makes some places sacred? 1.6 How and why do we celebrate special and sacred times?
Threshold Concept	Milestone 1 Year 1 and Year 2
Living	1.7 What does it mean to belong to a faith community? 1.8 How should we care for others and the world, and why does it matter?

Each milestone is further broken down into differentiated learning outcomes thus allowing for further progression within each year group / stage.

Believing		
Milestone:	1.1 Who is a Christian and what do they believe?	
Working Towards the Expected Standard	Working at the Expected Standard	Working at Greater Depth
<ul style="list-style-type: none"> <li>➤ I can talk about the fact that Christians believe in God and follow the example of Jesus (A1).</li> <li>➤ I can recognise some Christian symbols and images used to express ideas about God (A3).</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li> <li>➤ I can re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li> <li>➤ I can talk about issues of good and bad, right and wrong arising from the stories (C3).</li> <li>➤ I can ask some questions about believing in God and offer some ideas of their own (C1).</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can make links between what Jesus taught and what Christians believe and do (A2).</li> <li>➤ I can respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</li> </ul>
Milestone:	1.2 Who is a Muslim and what do they believe?	
Working Towards the Expected Standard	Working at the Expected Standard	Working at Greater Depth
<ul style="list-style-type: none"> <li>➤ I can talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).</li> <li>➤ I can recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</li> <li>➤ I can re-tell a story about the life of the Prophet Muhammad (A2).</li> <li>➤ I can recognise some objects used by Muslims and suggest why they are important (A2).</li> <li>➤ I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</li> </ul>	<ul style="list-style-type: none"> <li>➤ I can make links between what the Holy Qur'an says and how Muslims behave (A2).</li> <li>➤ I can ask some questions about God that are hard to answer and offer some ideas of their own (C1).</li> </ul>

Each year group completes a medium term plan which shows when and how these objectives are being met.

## Religious Education in the learning environment:

Religious Education in the learning environment at Cavendish Close Infant and Nursery School can include:

- ✓ Creative play, make-believe, role play, dance and drama
- ✓ Dressing up and acting out scenes from stories, celebrations or festivals
- ✓ Making and eating festival food
- ✓ Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- ✓ Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books
- ✓ Seeing pictures, books and videos of places of worship and meeting believers in class
- ✓ Listening to religious music
- ✓ Starting to introduce religious terminology
- ✓ Work on nature, growing and life cycles or harvest
- ✓ Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- ✓ Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions.

## Our approach to assessment of Religious Education:

Assessment can be categorised in two ways; assessment for learning (formative) and assessment of learning (summative):

- Assessment for learning (AFL) is process by which assessment information is collected and used by teachers to adjust their short term teaching strategies. This might include but not limited to, pupils' responses to questioning, outcomes from learning tasks, observations or through pupils' self-assessments. This method will form the basis of assessment of religious education at Cavendish Close Infant and Nursery School
- Assessment of Learning (AOL) refers to strategies designed to confirm what pupils know. This is usually conducted through tests. This would not be standard practice for religious education in a primary setting however staff may consider using a quiz at the end of the unit if they feel it appropriate.

In line with the school's policy on assessment, teachers will record at the end of each academic year how well pupils have progressed towards their milestones using the O' Track system. At the end of each key stage, the Derby City Agreed Syllabus have proved a series of statements to further support this judgement. Currently this information is not required beyond our own purposes in order to ensure high quality teaching and learning opportunities.

## Intervention in Religious Education:

At present specific intervention provisions are not explicitly provided to the children as Religious Education follows the 'Mastery Approach' which all children access and achieve in. However, children are appropriately supported by staff therefore, immediate intervention would occur during lessons if a child was finding an aspect of Religious Education difficult.

### Religious Education across the curriculum:

Religious Education is taught through a stimulating and exciting approach providing relevant links to other subjects in order to engage and motivate children.

Homework is provided to deepen knowledge, skills and understanding.

During weekly assemblies there is an opportunity for children to participate in collective worship and sing hymns. (Appendix 3)

### Enrichment opportunities in Religious Education:

At Cavendish Close Infant School we welcome and have regular visits from a variety of external agencies who deliver exciting whole school assemblies and workshops for the children in our school. The leaflet below provides further guidance.

Appendix 4 - [OC-Poster-information-Online-Learning-support.pdf](#)

### Religious Education References:

[Derbyshire and Derby City Agreed Syllabus for RE](#)

<https://schoolsnet.derbyshire.gov.uk/site-elements/documents/teaching-learning-and-school-governance/curriculum-and-assessment/derbyshire-and-derby-city-agreed-syllabus-2020-2025.pdf>

### Religious Education Appendices:

Appendix 1 - Agreed Derbyshire Syllabus

Appendix 2 - Bible stories, Selection of books to support the teaching of Religious Education and cultural development

Appendix 3 - Hymns

Appendix 4 - Open Centre leaflet