Newport Infant School and Nursery Religious Education Policy

Date of Policy Creation	November 2024
Policy Lead	Governing Body
Date of Policy Adoption by Governing Body	February 2025
Frequency of Review	Three yearly (however RE is currently under review with DFE so may be sooner)
Review Due	September 2027

Introduction

At Newport Infant School and Nursery, we aim to provide a high-quality Religious Education (RE) programme that supports the spiritual, moral, social, and cultural development of all our pupils. Our RE curriculum helps children develop respect and understanding for people of all faiths and none, fostering an inclusive and empathetic school community.

Purpose of the Policy

This policy outlines the aims, content, and approach to the teaching of Religious Education at our school, ensuring compliance with statutory requirements and alignment with the school's values and ethos.

Aims of Religious Education

Religious Education at our school will:

1. Promote knowledge and understanding of world religions and belief systems.

2. Encourage respect, empathy, and tolerance for people with diverse beliefs and practices.

3. Foster curiosity and reflection about fundamental questions of life, faith, and values.

4. Develop skills in critical thinking, reasoning, and respectful dialogue.

Legal Framework

The teaching of RE in our school adheres to:

- The locally agreed syllabus for Religious Education.
- The Education Act 1996 and the School Standards and Framework Act 1998.
- The requirement to provide an RE curriculum that reflects the principal religions represented in Great Britain.

Schools are not obliged to provide RE to pupils who are under compulsory school age (section 80(2)(a) of the Education Act 2002), although there are many instances of good practice where RE is taught to these pupils.

Parents retain the right to withdraw their child from RE lessons or parts of them, upon discussion with the headteacher.

Curriculum Content

Our RE curriculum introduces pupils to the beliefs, practices, and traditions of major world religions, including but not limited to:

- Christianity
- Islam
- Judaism
- Hinduism
- Sikhism

Topics are carefully chosen to be age-appropriate, ensuring that children engage with stories, celebrations, symbols, and practices that help them understand each belief system in a meaningful and accessible way.

See Appendix 1 at the end of the document for an overview of our curriculum.

Teaching and Learning Approaches

RE is taught each week. We deliver whole school assemblies for three out of five assemblies per week, and a class / year group assembly twice a week. These are based on our school values and linked to the British Values, SMSC , religious festivals or cultural events or celebrations..

Reflection and discussion are key elements in our teaching and may contribute to classroom or assembly based RE. Children will record their work when appropriate, but the work often is discussion based. We keep a year group scrapbook of the work we have done, with some of the key phrases or discussion points recorded. We organise visits to local places of worship, and invite representatives of local religious groups within our community to come into school and talk to the children.

Religious Education is delivered through:

1. **Storytelling and discussion:** Exploring religious stories and their meanings.
2. **Creative activities:** Using art, drama, and music to express understanding.
3. **Celebrations and festivals:** Learning about significant religious festivals.
4. **Visits and visitors:** Engaging with local faith communities and inviting representatives to share their beliefs and practices.

Lessons are interactive and inclusive, encouraging all children to participate while respecting diverse perspectives.

Assessment

Children demonstrate their ability in RE through a variety of different ways. They might, for example, act out / make observations / comparisons a famous story from the Bible. Teachers will assess children's work in RE by making informal judgements as we observe them during lessons. The teacher assesses may assess written work and gives the child written or verbal feedback to help guide progress / next steps. Assessment outcomes are used to plan future lessons and ensure all children progress in their learning.

Assessment in RE focuses on children's ability to:

1. Recall and explain key facts about different religions.
2. Express their thoughts and feelings about religious and moral issues.
3. Demonstrate respect and understanding of others' beliefs.

Inclusion and Accessibility

We are committed to ensuring that all children, regardless of ability, background, or belief, have access to the RE curriculum. Lessons are adapted to meet the needs of all learners, including those with special educational needs or disabilities (SEND) and pupils for whom English is an additional language (EAL).

Monitoring and Review

The implementation of this policy and the RE curriculum is monitored by the RE coordinator and senior leadership team. Feedback from staff, pupils, and parents informs regular reviews to ensure the policy remains effective and relevant.

Conclusion

Religious Education at Newport Infant School and Nursery plays a vital role in preparing children to be thoughtful, respectful, and active members of our diverse society. Through engaging and inclusive teaching, we aim to nurture a lifelong appreciation of diversity and shared values.

Appendix 1

Link to the Telford and Wrekin Agreed Syllabus:

Agreed syllabus - Telford & Wrekin Council

Our RE Long Term Planning Document Overview:

	Autumn		Spring		Summer	
Termly Values	**Friendship**	**Respect**	**Responsibility**	**Love**	**Honesty**	**Courage**
Assemblies	Harvest	Remembrance Diwali Christmas	Chinese New Year Easter	Ramadan Eid		
Acorns	Through all topics, play and exploration children will be able to: Learn about who is significant to them Learn about others and begin to notice differences.					
Oaks	Learn about different people in our family, in nursery. Become part of a community.	Begin to explore Christianity looking at Christmas story Explore celebrations such as weddings, birthdays, diwlali and bonfire night. Begin to understand how different people celebrate.	Cultural differences— food, chopsticks, dress, language Look at food from different parts of the world linking differences in life through stories and books Chinese new year	Develop understanding Christianity - look at Easter Continue to meet new people in the community and talk about our differences	Continue to meet new people in the community and talk about our differences	
Reception	**Who am I? Festivals Christmas Story**		**Religious Stories Festivals Easter**		**Religious Stories Festivals**	
	We are all special – Special days/birthdays Vicar visit – Harvest Festival – link to church – buildings in town – Library visit	Diwali – Hinduism, India – link to Geography. Church – link to vicar visit, Link to History and Library visit to town. Special places. Who attends church?	Christian and Muslim – special stories	Easter – Christianity Africa – link to Geography – Muslim countries Eid Celebration	Ocean pollution – protecting the Earth – recycling.	Religious stories – Noah's Ark – build a ship – link to DT and Science

		Christmas Story – link to PSHE – Visit from vicar & Christmas performances				
Key Questions	Who am I? Who is in the community? What do people celebrate? What do some religious people celebrate? How are some festivals celebrated by religious people? What are stories that religious people think are special?					
Visitor/Visit	Rev Merry Newport Church Christmas Story		Rev Merry Newport Church Easter and New beginnings		Rev Merry	
Year 1	**Special Stories**		**Christian Churches**		**Christian creation story and other Bible Stories**	
	Qur'an and Bible – Christians and Muslims – special stories. The Christmas Story		Christianity – Church visit – link to History God, inc wedding and christening Easter		Christian creation story Bible stories	
Additional Unit	**Questions that puzzle us.**					
Key Questions	Why are scriptures important for religious people? What can different religious people learn from stories? Why can buildings be special to people? What do Religious buildings look like in Telford & Wrekin? How are religious buildings used? Why are religious buildings important to believers? How is God shown in stories of the Creation? What responsibilities do people have for the world?					
Visitor/Visit	Rev Merry Newport Church Respect Assembly		Newport Church Visit			
Year 2	**Respect for Everyone** **Every picture tells a story**		**Muslims and Mosques**		**Muslim & Hindu creation story**	
	Christians and Muslims – Similarities and differences		• Respect – we are all special and unique • Remembrance assembly The meaning of the poppy symbol		• Hinduism – religious beliefs • Creation story – compared to Christian and Jewish – review from Year 1	

		• Muslims and Mosques – rituals and prayers. 5 pillars of Islam • Qur'an, Prophet Muhammed – review of God from Year 1 Islamic artwork?	• Islamic and Hindu creation stories – link to Wonderful Earth. • Comparison of creation stories – review
Additional Units	**Holy Words – Why do religious people love their scriptures?** **Symbols of faith and signs of belonging**		
Key Questions	How can we be more inclusive of people of different races, genders and religion and beliefs? Why is respect important for everyone? What do religious people believe about God? Why can buildings be special to people? What do Religious buildings look like in Telford & Wrekin? How are religious buildings used? Why are religious buildings important to believers? What are symbols? Why are symbols important? What religious symbols do people use? How is God shown in stories of the Creation? What responsibilities do people have for the world?		
Visitor/Visit	• Rev Merry, Newport Church - Respect Assembly • Telford Mosque visit •		