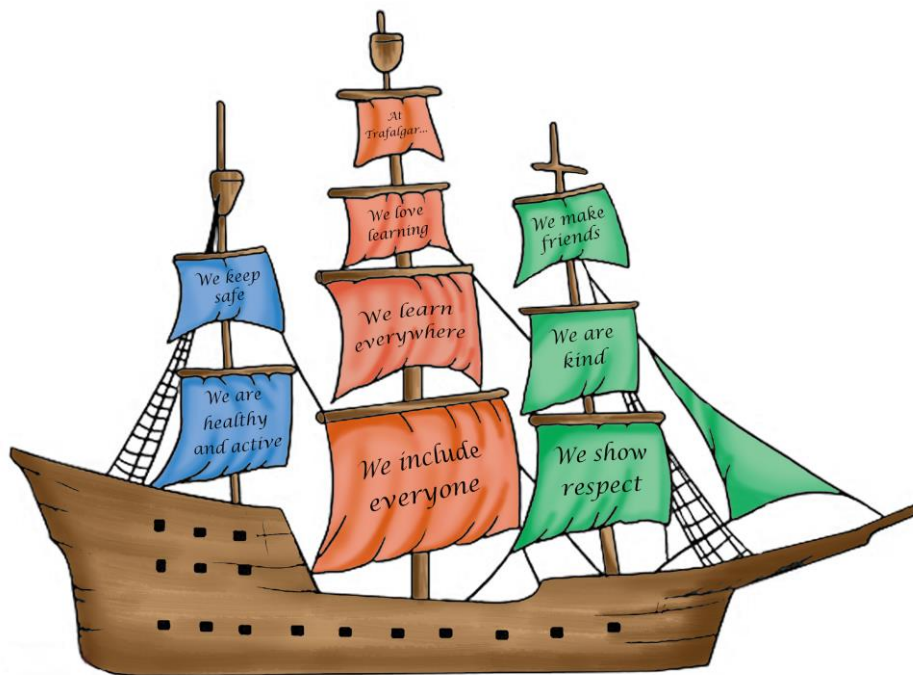


# Trafalgar Community Infant School



## Policy Document

# RELIGIOUS EDUCATION POLICY

REVIEWED: SUMMER 2025  
REVIEW: SUMMER 2027

*At Trafalgar, we refer to the UN Convention on the Rights of the Child (UNCRC) throughout this policy.*

*Article 14: Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights.*

*Article 30: Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.*

## **INTRODUCTION**

Religious education is a legal entitlement for every pupil and forms part of the basic curriculum as set down in the 1988 Education Reform Act. Its place in the curriculum is an acknowledgement of the fact that religious beliefs and practices play an important part in the lives of many people worldwide, and have done so throughout history. An understanding of religion can help children develop a better appreciation of themselves, the people around them and the world in which they live.

This is a Community Infant school and the education acts require that religious education should be provided according to the 'Agreed Syllabus for the Religious Education in West Sussex Schools 2020-25'. This document is available in school: Staff /RE/ West Sussex Agreed Syllabus.

## **AIMS OF RELIGIOUS EDUCATION**

The school follows the aims set out in the West Sussex Agreed Syllabus.

### **EYFS Aims**

EYFS pupils identify special people, books, times, places and objects. Pupils listen to, discuss and ask questions about stories from a variety of sources, religions and worldviews. Pupils are introduced to subject specific vocabulary and use all their senses to explore beliefs, practices and forms of religion. Pupils are encouraged to ask questions and reflect on their own feelings and experiences. Pupils use their imagination and curiosity to develop their appreciation for the world in which they live. RE is woven into all seven areas of learning through a creative and inspiring curriculum which reflects each individual cohort. There is an emphasis on developing pupils questioning skills and enquiry-based questions which allow pupils to 'answer' these questions in relation to their own experience and those of their peers.

#### **Who are special people?**

- Who are the special people in their lives and what makes them special?
- What makes religious leaders special to the people belonging to that faith?

#### **What are special books?**

- What makes religious texts special for people of those faiths?
- How do you handle special books in your life with care and respect?

#### **Which places are special?**

- Pupils can visit places of worship and discuss why people visit them.
- Pupils can make links to special places in their own lives and discuss and ask questions about why those places are special to each other.

#### **What times are special?**

- Pupils can explore festivals and celebrations from various cultures and religions.
- Pupils can share special times that they share with their families and discuss and ask questions with each other.

#### **What are special objects and symbols?**

- Pupils can look at religious symbols and objects and their meanings.
- Pupils can share some of their special objects and discuss how they handle them with care and respect.

### **KS1 Aims**

**A. Knowledge and understanding:**

1. Describe and explain beliefs and practices, recognising the diversity which exists within and between communities.
2. Identify, discuss and respond to sources of wisdom found in religions and worldviews.
3. Investigate the nature and diversity of different religious practices, ways of life and ways of expressing meaning.

**B. Application and interpretation:**

1. Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth expressing their own ideas and opinions.
2. Draw conclusions about what enables different communities to live together respectfully for the well-being of all.
3. Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives.

**C. Analysis and evaluation:**

1. Justify their own ideas about how beliefs, values, practices and forms of expression influence individuals and communities.
2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.
3. Appreciate and appraise varied dimensions of religion linking these to British values.

## **CURRICULUM**

Pupils will learn about Christianity as the main religious tradition in this country and one other principal world religion, Judaism.

### Curriculum Organisation

Religious Education is taught according to the West Sussex Agreed Syllabus and linked with cross-curricular school topics whenever possible, including assembly themes. This is co-ordinated to ensure the highest quality of learning experiences for the pupils including the opportunity to reflect and show respect to others.

### Early Years

Pupils will encounter religions and worldviews through asking questions about special people, books, times, places, objects and symbols. They will listen to and talk about stories from a variety of cultures and religions. Pupils will be introduced to subject specific vocabulary and use all their senses to explore beliefs, practices and forms of expression. They will ask questions and reflect on their own feelings and experiences. They will use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

### Key Stage 1

Pupils will develop their knowledge and understanding of religions and worldviews, recognising local, national and global contexts. They will use basic subject specific vocabulary. They will raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

**At the end of KS1, pupils will be able to:**

A1: Describe and explain beliefs and practices, recognising the diversity which exists within and between communities.

- Recall and name different beliefs, practices, major festivals, rituals, artefacts and ways of life particular to the Christianity and Judaism. Also explore aspects of other world religions. For example in Year 1 Summer 1 pupils looked at special places and this included pictures of places of worship for several different world religions. E.g Mosque, Church, Synagogue, Temple.
- Find out the meaning behind these.

A2: Identify, discuss and respond to sources of wisdom found in religions and worldviews.

- Retell and suggest meanings to some religious and moral stories.
- Explore and discuss sacred writings and sources of wisdom, recognising the communities from which they derive.

A3: Investigate the nature and diversity of different religious practices, ways of life and ways of expressing meaning.

- Recognise different symbols and actions and key practices associated with religious communities.
- Identify and make connections between religious communities.

B1: Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth expressing their own ideas and opinions.

- Explore questions about belonging, meaning and truth.
- Express their own ideas and opinions about these questions.
- Respond using words, music, art or poetry.

B2: Draw conclusions about what enables different communities to live together respectfully for the well-being of all.

- Find out about examples of co-operation between people who are different.
- Respond to this with their own ideas.

B3: Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives.

- Find out about questions of right and wrong.
- Express their own ideas and opinions in response to this enquiry.

C1: Justify their own ideas about how beliefs, values, practices and forms of expression influence individuals and communities.

- Ask and respond to questions about what communities do, and why.
- Give reasons to support judgements about what difference belonging to a community makes.

C2: Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.

- Reflect upon their own personal values of identity and belonging to draw a meaning from these.

C3: Appreciate and appraise varied dimensions of religion linking these to British values.

- Identify and evaluate some religious and cultural differences between religions with the aim of promoting mutual respect and interfaith dialogue.

### **Curriculum Time**

The school gives 5% of curriculum time to Religious Education in line with the recommendations of the West Sussex Agreed Syllabus. It is anticipated that the actual time given each week will vary as some units may be taught in a block.

### **Assessment, recording and reporting**

Teachers use a variety of means of assessing pupils work in line with the whole school assessment policy and the requirements of the Agreed Syllabus. This will include:

- The regular reviewing of pupil's work.
- Observing the work of groups and individuals and recording the outcomes.
- Assessing the units on an assessment form showing the individual child's progress.
- Saving evidence of work in RE folder on school server

### **Equal Opportunities**

The school equal opportunities policy is used throughout the curriculum and must be adhered to at all times. In addition, it is important in religious education that the work being covered is appropriate to pupils who come from any religious background or none. Teaching will reflect diversity and equality.

### **Inclusion**

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. Planning in religious education must ensure that it meets the specific needs of individuals and groups of pupils by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs

### **Experiences and opportunities**

We aim to include a range of learning experiences throughout the year. This includes:

- visiting places of worship and focusing on symbols and feelings
- listening and responding to visitors from local faith communities
- using their senses and having times of quiet reflection
- using art and design, food technology, music, dance and drama to develop their creative talents and imagination
- sharing their own beliefs, ideas and values and talking about their feelings and experiences
- beginning to use ICT to explore religions and beliefs as practised in the local and wider community.

### **Promoting spiritual, moral, social and cultural development through religious education**

Religious education provides opportunities to promote **spiritual development** through:

- discussing and reflecting on key questions of meaning and truth such as the origins of the universe, life after death, good and evil, beliefs about God and values such as justice, honesty and truth
- learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices
- considering how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God
- valuing relationships and developing a sense of belonging
- developing their own views and ideas on religious and spiritual issues.

Religious education provides opportunities to promote **moral development** through:

- enhancing the values identified within the curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust
- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders

- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice
- studying a range of ethical issues, including those that focus on justice and creation, to promote racial and religious respect and personal integrity
- considering the importance of rights and responsibilities and developing a sense of conscience.

Religious education provides opportunities to promote **social development** through:

- considering how religious and other beliefs lead to particular actions and concerns
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions as well as the common ground between religions
- articulating pupils' own and others' ideas on a range of contemporary social issues.

Religious education provides opportunities to promote **cultural development** through:

- encountering people, literature, the creative and expressive arts and resources from differing cultures
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices
- promoting racial and interfaith harmony and respect for all, combating prejudice and discrimination, contributing positively to community cohesion and promoting awareness of how interfaith co-operation can support the pursuit of the common good.

## **MANAGEMENT**

### **Co-ordination**

The day to day support for religious education is provided by the subject leader who is responsible to the headteacher for;

- Supporting teachers in their medium and short term planning
- Attending relevant in-service courses to keep up to date on religious education and reporting to staff
- Managing the resources for religious education
- Produce an action plan setting out the priorities for religious education
- Co-ordinating links with local churches, groups and parent/carer's who can share their faith and celebrations by offering their time to talk to pupil's in assembly/class

## **WITHDRAWAL**

When parents request that their child be withdrawn from religious education, parents are interviewed by the headteacher to clarify the beliefs and practices from which they wish their child to be excluded. Because of the need for safety, pupils, when withdrawn, complete material brought from home or work given by the class teacher, in their classroom.

## **RESOURCES**

Reference books, artefacts, DVDs and other resources for classroom use are kept in the Resources room. A range of R.E. books can also be found in the library and the Hall cupboard.

## **COMMUNITY**

The school has links with St Mary's Church, Holy Trinity Church and Trafalgar Baptist Church whose personnel support the school.

Holy Trinity Church is used for occasions such as the Harvest assembly and the Carol Service at Christmas to which parents are invited.

## **COLLECTIVE WORSHIP**

An act of daily collective worship takes place in school.

## **OTHER RELATED POLICIES**

Links exist between R.E. and subjects such as PSHCE for which separate policies exist.

Reviewed by Lisa Abbruzzese 2nd June 2025