



Rawmarsh Ryecroft **Infant School**

Religious Education **Policy**

Reviewed: September 2025

Next Review Due: September 2027

This policy reflects the school's values and philosophy in relation to the teaching and learning of RE. It sets out the framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with 'The Rotherham Agreed Syllabus' which sets out in detail what pupils in different year groups will be taught. This document is intended for all teaching and non-teaching staff with classroom responsibilities, Governors, parents, OFSTED, LA Advisors and interested others. This policy has been made available on the school website.

Intent

Religious Education in Rotherham Schools contributes dynamically to children and young people's education in schools, provoking challenging questions about human life, beliefs, communities and ideas. In RE, pupils learn from religions and world views about different ways of life in local, national and global contexts. The national curriculum states the legal requirement that: "Every state-funded school must offer a curriculum which is balanced and broadly based which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society".

The aim of RE in Rotherham had three elements:

- To know about and understand a range of religions and world views.
- Express ideas and insights about the nature, significance and impact of religions and world views.
- Gain and deploy the skills needed to engage seriously with religions and world views.

RE is taught through a skills based theme driven curriculum using guidance as set out in National Curriculum programme of study and involves support from ICT when appropriate, with teachers sharing clear learning objectives with the children.

Implementation

Curriculum Planning

All learning is planned using objectives from the 'The Rotherham Agreed Syllabus for Religious Education' and the Early Years Foundation Stage (EYFS) statutory framework with lesson building upon the prior learning from the previous year.

Pupils will be taught the knowledge skills and understanding they need by exploring these themes:

- Believing: What people believe about God, humanity and the natural world.
- Story: How and why some stories are sacred and important to religion.
- Celebrations: how and why celebrations are important in religion.
- Symbols: How and why symbols express religious meaning.
- Leaders and Teachers: figures who have an influence on others locally, nationally, and globally in religion.
- Belonging: Where and how people belong and why belonging is important.
- Myself: Who I am and my uniqueness as a person in a family and community.

RE at Key Stage One is taught weekly in **discrete 50 minute lessons**. Lessons are planned and taught using the Agreed Syllabus for Rotherham. These units of work identify the learning outcomes for each term.

In Foundation stage RE is taught in line with DfE's 2020 EYFS guidance, through purposeful play and a mix of adult-enabled and child-enabled activities. Re is taught through the Prime and Specific Areas of Learning in Personal Social and Emotional Development, Communication and Language, and Understanding The World.

In depth planning medium term plans is found within the RE curriculum progression map and schemes of work lead by the subject lead. This is then utilised by class teachers ensuring sequential learning over the half term.

Sticky knowledge checks, vocabulary and resources are carefully planned for each lesson and learning scaffolded to meet the needs of individual learners including those with SEND.

Promoting Fundamental British Values

As part of the school's broad and balanced curriculum and alongside the school PSHE policy we actively promote fundamental British values.

Through daily school routines and high expectations of all children we talk at an age appropriate level about:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs

and for those without faith.

Adults within school provide a good role-model and we carry out events that celebrate important 'British days' for example 'The Queens Platinum Jubilee celebrations', 'The King's coronation'. School assemblies explore themes/ stories based around:

- Knowing what is right and wrong and the consequences of our actions.
- Our behaviour in school towards others and how we can show that we are a good friend.
- Charity events local and national and why it is important to help others in need. For example, Harvest Festival.
- People who help us in the local community and the good work that they do.
- Being tolerant and respectful of others likes, dislikes and faiths etc.

Inclusion

Ryecroft Infant School is an inclusive school and ensures policy and procedure are in place to promote this. Inclusive learning and teaching recognises all student's entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences.

Resources

Photocopiable materials and physical resources for RE are located in the RE resource cupboard outside the staffroom along with artefacts. A list of resources is displayed inside the cupboard. Big Books and Religious/moral themed stories can be found in the library.

Impact

Monitoring and Assessment/ Moderation

The RE Policy has been formulated to provide a basis for staff to evaluate the quality of teaching and learning in their classroom and across the school.

In order to provide a clear picture of the quality and consistency of practice across school, when evaluating RE it will be monitored and evaluated through:

- Classroom observation.
- Sticky knowledge checks take place each lesson which help pupils to recall previous learning and knowledge and encourages pupils to make those links.
- Sampling pupil's work to ensure progression.

- Sharing pupil's work throughout school through quality displays.
- Discussion with pupils.

Teachers inform parents of their child's progress in RE on a yearly written report. There is an opportunity to discuss progress at parents' evenings which are held termly. Parents may discuss their child's learning in RE or any other subject at any time by appointment.

At Rawmarsh Ryecroft Infant school the assessment of RE consists of: -

- Progress of pupils is tracked throughout the Foundation Stage using the Development Matters 2021 Document and EYFS Stage Profile at the end of the year.
- EYFS Profile
- Teachers ongoing formative assessments
- Assessment grids which are completed after each theme
- Pupils work
- Key stage 1 curriculum books
- Photographic evidence during lessons
- Class discussions
- Sticky knowledge checks
- Ongoing marking and feedback by teachers and teaching assistants is provided for children in theme lessons to immediately challenge misconceptions and provide opportunity for children to improve upon their learning evidence.

Management

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader, in close collaboration with Senior Management.

The curriculum leader attends training and professional development. RE planning is kept in year group folders on the Staff Area Sharepoint and a copy within the Curriculum co-coordinators file.

The RE subject lead will use the assessment grids to support children further and plan appropriate RE learning.

Health and Safety

At all times due care and consideration is given to health and safety as outlined in our Health and Safety policy. Care should be exercised when children are using scissors and tools during a lesson. Any potential dangers should be discussed with the children. When using food, all hygiene rules should be clearly observed and all adult helpers must be conversant with the standards expected. Children must not be left unattended near the cooker or be allowed to use the oven.

EYFS

The RE curriculum for the Foundation Stage is as set out in the EYFS document. This includes 'Understanding the world - People, Culture, Communities and The Natural World'. Geographical understanding is developed through stories, songs, games, circle time and imaginative play alongside focused teaching. Children taking part in discussions on the carpet and may access a focus group throughout their time in FS2.

E- Safeguarding

Technology is an important and essential part of the learning experience. We are committed to ensuring that our children leave with the skills and knowledge that will help them to thrive in our digital age. Children use a range of technology, and it is vital that we teach children how to use this valuable resource safely. All staff have regular and up to date training, they can recognise and are aware of online safety issues. Children are aware of how to report issues or concerns to staff. Staff check all materials and resources before use and adhere to all safeguarding policy when using online content to support teaching and learning.

