

Queen's Park Infant Academy



Religious Education Policy

Policy Updated:
Next Review:
Subject Lead:

July 2025
July 2026
L.Ritchie

Vision Statement

Our passionate vision is to create an inclusive, nurturing school, which excites a love of learning. A school, which promotes high expectations, recognises achievement and celebrates success in all areas of development for all children.

At Queen's Park Infant Academy, we know that every child is an individual with unique talents and we aim to foster these.

We teach our children to take proactive responsibility for thinking about their own learning and thinking about how to learn together. We aim to develop resilient, self-aware, lifelong learners.

Together, in partnership, we can nurture and encourage confident, caring, independent children. Children who enjoy learning and who always believe that they can achieve more tomorrow than they have today.

Respecting

Aspiring

Persevering

A Happy School; Learning, Caring, Succeeding Together

Introduction

Queen's Park Infant Academy is made up of staff and pupils who originate from different social, economic, cultural and religious backgrounds. As a school, we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils.

We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. A subject that celebrates diversity and challenges stereotypes.

As a school with a high English as an Additional Language (EAL) intake and with a number of disadvantaged pupils, Religious Education (RE) provides a rich exploration of faiths, cultures and beliefs. RE lays the foundations for a deep understanding of our multicultural and diverse school and wider community. It seeks to prepare children for their next steps both within education and beyond.

Religious Education 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".

The RE curriculum is determined by the Local Standing Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE.

Teaching and Learning

As an Academy RE is taught in accordance with the Locally Agreed Syllabus, *REfocus* The 'Jigsaw R.E' programme is the scheme of work used.

Aims – Using the Jigsaw RE Scheme of Work

- Adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion; We promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and belief. We develop cultural capital which is defined by Ofsted Policy on RE 3 as "the essential knowledge that children need to be educated citizens" (Ofsted EY Inspection Handbook 2019, p31), and to prepare them for future success. R.E especially develops spiritual and emotional awareness, health and growth.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and world views that examine these questions, fostering personal reflection and spiritual development.
- Develop pupils' knowledge and understanding of Christianity, other principal religions and world views. It aims to nurture pupils' awareness and understanding of beliefs, teachings, practices and forms of expression and to help them understand how these contribute to people's identity, sense of belonging, values and commitments.
- Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.

- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths, beliefs, and world views and help to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Develop a sense of awe, wonder and mystery.
- Nurture children's own spiritual development.
- Challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, values, belief, faith and ethics, as informed by religious and non-religious worldviews, and to effectively express and communicate their responses.

In line with the legal requirements, teachers will devote two thirds of the RE curriculum allocated time to content relating to Christianity. Children study aspects of major world faiths and worldviews alongside Christianity. In Year One Buddhism and Humanism, is studied, and in Year Two, Islam and Sanatana Dharma.

Jigsaw RE

Jigsaw RE brings together learning about and learning from religion, questioning spiritual development in a comprehensive scheme of learning. Lessons are structured with the Rosenshine principles, of reviewing previous learning, sequencing concepts and modelling, questioning, and stages of practice. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Ways in and differentiation are carefully planned for our pupils with Special Educational Needs (SEN) and EAL, so that all can derive some understanding, irrespective of their own level of understanding and faith background.

Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion or worldview being studied.

Jigsaw RE advocates an enquiry-based approach with a 4-step process, which include Engagement, Investigation, Evaluation and Expression. It covers Christianity, Islam and Judaism and supports the teacher to deliver engaging and challenging RE lessons with confidence.

Jigsaw RE is a comprehensive medium term lesson planning resource. Christianity is taught in every year group, developing children's learning in a progressive way.

Religious Education has a particularly important part to play in subjects such as Personal, Social, and Health Education (PSHE). We aim to have a variety of visitors and visits to enrich learning during the children's time at school. All visits comply with our school guidelines on visits. Our RE teaching benefits from our ties with St Francis Church and from visitors from different faith backgrounds.

In The Early Years Foundation Stage

RE sits firmly within the EYFS framework. This enables children to develop a positive sense of themselves and others and to learn how to form positive and respectful relationships. Children begin to understand and value the differences between individuals and groups within their immediate community. Children learn about the traditions and customs of a variety of religions and worldviews through special people, books, times, places and objects.

<u>Jigsaw RE</u>	<u>Religion/Worldview</u>
Enquiry Question What makes people special?	Various worldviews Special People
Enquiry Question What is Christmas?	Christianity Various worldviews
Enquiry Question How do people celebrate?	Various worldviews Celebrations
Enquiry Question What is Easter?	Christianity Various worldviews
Enquiry Question What can we learn from stories?	Various worldviews Stories
Enquiry Question What makes places special?	Various worldviews Special places

In Key Stage 1

Across the Key Stage pupils study Christianity, Buddhism, Islam, Sanatana Dharma and Humanism. They learn about beliefs and worldviews in the world around them through stories, artefacts, visitors, visits and other materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. Pupils talk about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

<u>Year One</u> <u>Jigsaw RE</u>	<u>Religion/Worldview</u>
Enquiry Question What do Christians believe about God?	Christianity
Enquiry Question What gifts might a Christian in my town have given Jesus if he had been born here and not in Bethlehem?	Christianity
Enquiry Question What do Humanists believe?	Humanism
Enquiry Question Why was Jesus welcomed like a King or celebrity on Palm Sunday?	Christianity
Enquiry Question Why is the story of Buddha important to Buddhists?	Buddhism
Enquiry Question Who is God to the Jews?	Judaism

<u>Year Two</u> <u>Jigsaw RE</u>	<u>Religion/Worldview</u>
Enquiry Question Is it possible to be kind to everyone all of the time?	Christianity
Enquiry Question Why do Christians believe that God gave Jesus to the world?	Christianity
Enquiry Question Who is God to Muslims?	Islam
Enquiry Question How important is it to Christians that Jesus came back to life after his crucifixion?	Christianity
Enquiry Question How important is the prophet Muhammad to Muslims?	Islam
Enquiry Question Is Shabbat important to Jewish children?	Judaism

Assessment and monitoring

Monitoring and Reviewing Monitoring of RE is undertaken by RE lead with support from the SLT through:

- Termly pupil interviews / pupil voice
- Annual drop in observations
- Work scrutiny

At the end of each unit, the class teacher is able to assess whether a child is working towards age related expectation or at age related expectation.

Inclusion & Equal Opportunities

At Queens Park Infant Academy, we believe every child should experience success in learning and achieve as high a standard as possible. We aim to provide effective learning opportunities for all pupils through differentiation and a well-planned curriculum to meet pupil's learning needs. All pupil contributions will be respected and valued. As a school, which has high proportion of pupils who speak English as an additional language, and some who have social, emotional or behavioral challenges, we believe RE has an important part to play in developing self-esteem, acceptance and a knowledge of being known and valued. All children at this school are taught Religious Education whatever their ability, race or gender.

The Right of Withdrawal from Religious Education

The school respects the legal right of parents to withdraw their child from all or part of the R.E curriculum if requested in writing. Any parent considering withdrawing their child from RE would be encouraged to contact the head teacher to discuss any concerns about the policy, provision and practice of RE at our school.

Review of Policy

A review of the policy will be undertaken in line with the policy review timetable.

Any new legislation or directives will be incorporated into the policy as necessary.