

Marsden Infant & Nursery School

Religious Education Policy



Updated September 2025

Purpose of RE – Intent

Our world is enriched by a wide and profound diversity of cultures and beliefs. Human beings are strengthened and empowered by learning from each other. Engaging and stimulating RE helps to nurture informed and resilient responses to misunderstanding, stereotyping and division. It offers a place of integrity and security within which difficult or 'risky' questions can be tackled within a safe but challenging context. Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

In RE pupils discover, explore and consider different answers to these questions, in local, national and global contexts, through learning about and from religions and other world views. They learn to appraise the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

Teaching should equip pupils with knowledge and understanding of a range of religions and other world views, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in society with its diverse understanding of life from religious and other world views.

Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

The RE curriculum - Implementation

The RE curriculum is based on the Local Agreed Syllabus 'Believing and Belonging' 2024 -2029.

Our six pathways are revisited throughout a child's school life, with substantive knowledge continually developed. Mapped out is the disciplinary knowledge amongst key phases to ensure that all outcomes from each lesson are age-appropriate and enhance the learning experience.

Based on the Kirklees RE Agreed Syllabus (2024-29) 'Believing and Belonging', our plans emphasise the six learning pathways outlined in the syllabus:

1. The Nature of Religion and Belief: Exploring the diversity and evolution of religious beliefs and practices, acknowledging the potential for debate and creative development.
2. Expressing Belief: Understanding the varied ways in which people convey their deepest beliefs, through both verbal and non-verbal forms such as art, music, and literature.
3. A Good Life: Investigating how religious and non-religious communities define moral behaviour and strive to live according to their understanding of a good life, including points of agreement and disagreement.
4. Personal Journey: Reflecting on the deeply felt experiences that shape individual beliefs and can transform lives, including the formation of new religions or worldviews.

5. **Influence and Authority:** Examining how religious and non-religious communities shape societies and cultures, influencing traditions, laws, values, and more.
6. **The Big Picture:** Addressing the grand narratives of religions and worldviews that seek to answer fundamental questions about the universe and humanity.

These pathways ensure a coherent and sequential learning experience, building a rich and profound knowledge of religions and worldviews. As your child engages in these lessons, they embark on a collaborative and empowering educational journey, building confidence, deepening understanding, and developing a genuine respect for the diversity of beliefs and practices around them.

In EYFS, teaching and learning is focussed on recognising different faiths, celebrations, events within our local and wider community. In EYFS, we focus on Religious Education through understanding the world.

To support delivery of informed and interesting RE, teaching is based on a sequence of units of work. Representing a progression of learning in the areas of study.

E4 Who belongs in my family and community?

E5 How do people celebrate special times?

E3 Who cares for me and how do I help others?

E6 How do we understand & care for the world?

At Key Stage 1, Teaching is built around developing knowledge and understanding along the six pathways for learning. This should be linked to substantive knowledge about religions/worldviews. The knowledge entitlement for pupils has been based on the detailed subject content tables in the syllabus.

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Year 1:

C1.1: What does it mean to belong to a community of belief

C1.2 How are symbols used to welcome new life?

C1.3 How can we make good choices?

F1.13 What do religions/worldviews say about our wonderful world?

Year 2:

C1.4 How and why do some people pray?

C1.5 Why are festivals important?

C1.6 Which books and stories are important?

F1.14 How do bible stories show that God keeps promises?

RE lessons

RE is timetabled so that pupils are provided with about an hour of RE per week in KS1.

Lessons are normally taught by the class teacher or an HLTA. The school has a subject leader who supports and monitors the subject.

The place of RE in our school

RE has a key part in our curriculum. It also makes an important contribution to pupils' wider development, wellbeing and understanding.

Collective Worship happens on a daily basis and these can also include stories, celebrations and important key events in various religions throughout the school year.

As part of enriching pupils' experiences, we visit the local churches for various events throughout the year. Harvest, singing club performances and Christmas activities.

Visits also happen linked to the RE unit being covered within the local community.

Achievement and Progress - Impact

We assess pupils progress formatively. Work is in topic books and marked alongside the school's marking policy.

In EYFS, floor books are used to show learning and progress.

We report on progress in RE in the end of year report to parents.

Withdrawal from RE

Parents have a statutory right to withdraw a child from religious education. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. If a parent is considering withdrawal from RE, we will listen to their concerns, inviting them to do so with the head teacher or other representative of the school. We work hard to ensure that any reservations or doubts may be accommodated to

avoid withdrawal but recognise that a parent has this right if reservations cannot be resolved. Any formal decision to withdraw should be made in writing to the head teacher. We will ask parents if they wish to continue the withdrawal each year.

If a pupil is withdrawn, the school has a duty of care to look after the pupil, but not to provide alternative education. Any arrangements made must not incur extra cost for the school or the local authority.

Further details on withdrawal from RE can be found in the document Managing Withdrawal from RE produced by SACRE and available on the Business Solutions website or at www.penninelearning.com

Useful guidance has been produced by NAHT and NATRE on withdrawal from RE and can be found here <https://www.naht.org.uk/advice-and-support/curriculum-and-assessment/dealing-with-requests-to-withdraw-from-religious-education/>

Enquiries and questions

The school welcomes enquiries or questions about RE. In the first instance parents should contact their child's class teacher.

