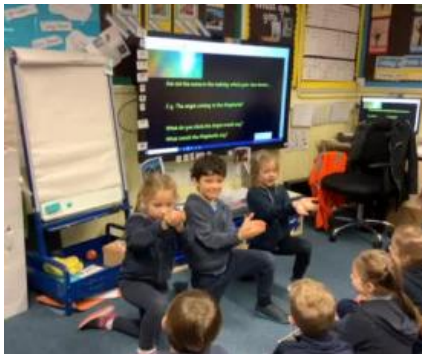




West Byfleet Infant School  
We Belong, Inspire, Succeed

# RE Policy

Our school vision is 'We Belong, Inspire, Succeed'. This reminds us daily that children need to feel safe and secure within the school community, have opportunities to inspire their interests and an enthusiasm for learning, as well as achieving success at all levels.



At West Byfleet Infant School we believe in the development of the 'whole child' and their place within a constantly changing world. We believe that through the teaching of Religious Education all pupils can develop a sense of belonging, but also to be inspired to engage and challenge themselves as thinkers and learners - successfully preparing them for life in our culturally diverse community.

Member of staff responsible	RE Subject Leader
Date Policy Produced	October 2018
Policy agreed/last reviewed	Autumn 2025
Next review date	Autumn 2026
Other Related Policies	Collective Worship Policy SMSC Policy
Is it a Statutory Policy?	Yes
Does it need Governor approval?	No

At WBIS the Religious Education (RE) curriculum follows the Surrey Schools syllabus agreed by the Surrey SACRE in 2023. This newly updated document stands until July 2028 and a full copy can be made available on request.

### **Aims:**

At WBIS we strive to deliver a RE curriculum that allows all pupils to have a sense of belonging, but one which also inspires them to engage and challenge themselves as thinkers and successfully prepares them for life in our multicultural society.

RE encourages children to ask challenging questions - about the meaning and purpose in life, beliefs (religious and non-religious), issues of right and wrong and what it means to be human.

In RE they learn about and from worldviews\*, including Christianity and other principal faiths and beliefs in local, national and global contexts.

RE also enables dialogue with others so that they can participate positively in our society with its diversity of beliefs, enabling them to have balanced and well informed conversations about religion and beliefs (i.e. be religiously literate) into adulthood.

Pupils learn to articulate their ideas and personal beliefs, while respecting the right of others to differ. RE helps pupils to develop their sense of identity and belonging and enables them to flourish individually within their communities and as citizens in a diverse world.

*\* The term 'worldviews' refers to the way in which someone views the world, which will include beliefs, practices and ways of life and reflect diversity in people's lived experience (taken from Surrey Agreed Syllabus for RE 2023-2028).*

More specifically, through our teaching of RE we aim to enable pupils to:

- demonstrate an appreciation of the nature of worldviews and the important contribution of religion and belief, spiritual insights and values to the individual's search for meaning in life;
- recognise that someone's worldview, including their own, can be influenced by many factors and is an intrinsic part of how they view the world;
- develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, through their history, contemporary diverse expressions and encountering peoples' lived experience;
- develop interest in and enthusiasm for the study of worldviews and enhance their own spiritual, moral, social and cultural development;
- develop the ability to make reasoned, informed and creative responses to religious and moral issues;
- recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world.

### **At WBIS we support the children to develop the following key skills:**

**Reflection** – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, worldviews, beliefs and practices

**Empathy** – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow;
- Seeing the world through the eyes of others, and seeing issues from their point of view (worldview perspective).

**Investigation** – this includes:

- Asking relevant questions;
- Knowing how to gather information from a variety of sources;
- Knowing what may constitute evidence for justifying beliefs in religion.

**Interpretation** – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism;
- Interpreting religious language and technical vocabulary;

- Suggesting meanings of religious texts.

**Evaluation** – this includes:

- Debating issues of religious significance with reference to evidence and argument.

**Analysis** – this includes:

- Distinguishing between opinion and fact;
- Distinguishing between the features of different worldviews.

**Synthesis** – this includes:

- Linking significant features of worldviews, religion and belief together in a coherent pattern;
- Connecting different aspects of life into a meaningful whole.

**Application** – this includes:

- Making the association between religion / belief and individual, community, national and international life.

**Expression** – this includes:

- Explaining concepts, rituals and practices;
- Expressing personal knowledge / views, and responding to questions of religion and belief through a variety of media.

(taken from Surrey Agreed Syllabus for RE 2023-2028).

As an Infant school, with very young pupils, we also want them to develop and keep a sense of '**Appreciation & Wonder**' about the world they live in.

### **Curriculum**

The teaching of RE will support the development of positive attitudes to their learning, beliefs and values of themselves and others. We ensure progression through effective planning, combining the agreed syllabus with an understanding of our pupils' prior learning and own experiences.

Content is carefully sequenced to give pupils an overall conception of worldviews (religious & non-religious), building on and developing prior learning. Sequencing is especially important when introducing sensitive or controversial issues, starting with the similarities/common ground before introducing the differences and the controversy. Building on pupils' schemata within units and across their learning in RE, helps pupils to make links, and in this way, the RE curriculum becomes the progression model, enabling pupils to make progress through the phases in what they study.

Within the Surrey Agreed Syllabus, 3 types of knowledge are identified: '**substantive**' knowledge (content / 'sticky knowledge'); '**disciplinary**' knowledge or 'ways of knowing' (how pupils learn to learn in RE); and '**personal**' knowledge, which reflects the language of worldviews, helping pupils to think about where their and others' ideas come from and what influences them.

Within the SACRE Syllabus, disciplinary knowledge is shaped through key questions reflecting *theological*, *sociological* and *philosophical* approaches (called 'Golden Threads: *'God'*, *'Community'* and *'Identity'*') and ensures that pupils' learning is not one-dimensional.

### **Early Years Foundation Stage:**

Through the 'Understanding the World' strand of the EYFS curriculum, pupils in Reception will learn about People, Culture and Communities. They will have opportunities to learn about the beliefs and cultures that others encounter, the celebration of different festivals and listen to stories from a variety of cultural and religious traditions.

Children's learning will be thematic (using the religious concepts of the Golden Threads outlined above) and ongoing; pupils will reflect on people, objects, occasions and places that are special to them, through key questions linked to the Surrey Agreed Syllabus for RE and often through child-led 'Discovery' learning. These key questions are based upon children's own lives and experiences, and introduce pupils to Christianity, and other worldviews represented within their own class and/or school.

### Key Stage 1:

The expectation is that pupils will be introduced to the study of Christianity and aspects of Judaism and Islam, incorporating, where appropriate, consideration of non-religious beliefs and own 'lived experience' and worldviews. Skills will be developed and extended from the Foundation Stage.

Pupils in KS1 will study 1 unit each half term – hence by the end of KS1 pupils will have completed 12 units. 10 of these units are compulsory and explore aspects of Christianity, Judaism and Islam. 2 of the units are 'thematic'. These thematic units are designed to draw together 'Golden Threads' and key ideas that are present in other units across the phase, consolidating prior knowledge and help pupils to make links across their learning from previous units.

### **Teaching and Learning**

RE is timetabled weekly in KS1. It is ongoing within the EYFS setting and the children have child led activities to fulfil the objectives for EYFS Curriculum.

We believe in the development of the 'whole child' and their sense of place in a constantly changing, culturally diverse world. Pupils are encouraged to ask those challenging questions and to have balanced, well informed discussions so that they can participate positively in our society and are 'religiously literate' as adults. Pupils learn to articulate their own ideas and beliefs, while respecting the views of others, and to develop their sense of identity and belonging - enabling them to flourish individually within their own culture and communities. Where appropriate, pupils will have opportunities to explore artwork, music, food and other aspects from different cultures and to compare and contrast these. Using a philosophical approach, children will reflect on and consider the differences in culture and religious beliefs. Texts, art, music and religious artefacts from a range of religions are available for the children to explore, both during lessons and at other given opportunities. We celebrate our school's cultural diversity and children's individuality; wherever possible, we encourage people from our local community to share their expertise of their own faith, culture or knowledge of a festival to enhance the teaching of RE and make memorable experiences for our pupils. When appropriate, we try to incorporate off-site visits to local places of worship into our RE curriculum to enrich the learning in RE. Together it ensures that the learning is meaningful for the children, so that they 'know more...remember more'.

### **Links to British Values**

We promote the British Values identified as being 'democracy, the rule of law, individual liberty and mutual respect and tolerance.' All schools are required to provide opportunities to promote the spiritual, moral, social and cultural (SMSC) development of its pupils.

Opportunities exist across the whole curriculum and school life but obviously RE plays a key role, alongside PSHE and Citizenship, in promoting SMSC and core British Values.

### **Assessment and Monitoring**

Assessments are made in line with the school assessment policy. RE attainment in the Foundation Stage is assessed against the appropriate Early Learning Goals. In KS1, teachers will make regular assessments based on observations, interactions and knowledge obtained during discrete RE lessons. At the end of each SACRE unit, teachers assess pupils' knowledge through the use of 'concept maps' which the pupils construct themselves to demonstrate their knowledge. Progress will also be monitored through child conferencing, scrutiny of pupils' work (in books, floorbooks and online observations), planning and learning walks. The RE Subject Leader monitors planning & teaching throughout the year to ensure consistency, continuity, progression and high standards are maintained throughout the school.

### **Reporting to parents:**

Parents are informed formally of children's progress at twice yearly at Parents' Meetings and the RE overview of objectives that the children have experienced are shared with parents on the school website and via the end of year report.