

RE policy

Fairstead Community Primary & Nursery School



Approved by:	Fairstead Community & Primary School Full Governing Body	Date: 15/7/24
Next review due by:	See Policy Log	

Vision

At Fairstead our vision is to develop children who are religiously literate. Through asking questions and exploring beliefs, we aim to enable children to be mutually respectful and tolerant in a world with many different worldviews and beliefs. We want children to grow into adults who have the knowledge and confidence to make their own informed decisions.

RE at Fairstead should engage all learners and foster a lifelong love of learning and discovery. RE plays a key role in developing an understanding and appreciation of the wide range of cultural influences that have shaped our own heritage and that of others.

Intent

Exploring different religions, worldviews and beliefs will allow our children to become religiously literate.

Using the Norfolk Agreed Syllabus 2019, we aim for our children:

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multidisciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.

Implementation

Legally, RE must be provided for all those registered in full time education, except those withdrawn at their parents' request. Fairstead follows the Norfolk Agreed Syllabus 2019 and lessons will focus on a series of core questions embedded in the core knowledge for children to investigate throughout the year. We will teach through the strands of theology, philosophy and human/ social sciences, as stated in the syllabus.

EYFS:

In reception, children will explore and investigate Christianity and at least one other religion, religious belief or worldview.

Children begin to explore religion and worldviews in terms of special people, times, places and objects, as well as visiting places of worship. Children listen to and talk about religious stories, which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

In nursery children explore religious festivals and celebrations linked to the British context as well as children's' personal backgrounds.

Key Stage One:

In-depth investigation of: 1. Christianity 2. One other principal world religion. And encountering: 3. At least one other principal religion or worldview reflected in the local context. This will provide the foundations for RE in Key Stage Two.

Planning will consider the local context at Fairstead and the religions represented in the school and community. More time should be spent on Christianity than any other individual religion or worldview.

Key stage Two:

In-depth investigation of: 1. Christianity 2. Two other principal world religions. And encountering: 3. At least one other religion, or worldview. This will build on the learning done at Key Stage One and provide the foundations for Key Stage Three.

Planning will consider the local context at Fairstead and the religions represented in the school and community. More time should be spent on Christianity than any other individual religion or worldview.

Impact

Children will be assessed using the non-statutory age related expectations, in line with the Norfolk Agreed Syllabus 2019. In addition to this, teachers and staff are constantly assessing children's understanding through discussions in order to inform planning. Children also frequently evaluate their own and peers performance and respond to feedback through activities like unit quizzes. The school will use the age related expectations provided by the Dioceses of Norwich, in line with the Norfolk Syllabus and use this to inform planning and assessment.

Children's progress is assessed in relation to the purpose and aims of the subject. Therefore, this primarily concerns how well pupils are able to hold balanced and well-informed conversations about religion and worldviews. In other words, are children becoming more religiously literate?

Acts of Collective Worship

At Fairstead we have an act of collective worship daily. We have teams which come in to deliver assemblies, such as Genr8, as well as organisations for special occasions (such as the Foodbank for Harvest Festival). These devotional times will take place in class when there is no whole school assembly.

This policy will be reviewed every two years.

"RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape." Norfolk Agreed Syllabus 2019, Norfolk SACRE