



Streetsbrook Infant & Early Years Academy



Policy for Religious Education

Streetsbrook Infant & Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become responsible and caring citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our Values are:

- **S**elf-Belief
- **B**elonging
- **R**espect

These are embedded into our Nurturing Principles



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INTENT

Subject Statement

At Streetsbrook, we believe that every child matters and every child matters equally. We aim for all our children, including those with SEND, to have fun, to develop positive relationships, achieve good outcomes and be prepared for their next steps in learning. We achieve this by ensuring our provision is well planned and delivered by highly skilled staff in partnership with parents and external professionals who are all committed to putting the children's needs at the heart of everything they do.

Our broad and balanced curriculum celebrates the diverse nature of our society and encourages adherence with the fundamental British values. We do not tolerate discrimination of any kind. Through quality first teaching practices we support, guide and inspire our children educationally and promote their spiritual, moral, social, cultural, mental and physical development

This policy reflects the requirements of the Education Act 1996, the School Standards and Framework Act 1998, the EYFS Statutory Framework and Curriculum Guidance and the Solihull Agreed Syllabus for RE 2025-2030.

RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England.

School Standards and Framework Act 1998

The law requires that all schools (without a designated denomination), including academies, must follow their Local Authority Agreed Syllabus, and that this syllabus:

'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practises of the other principal religions represented in Great Britain'

Section 375(3) Education Act 1996

This policy recognises the statutory rights of parents to withdraw their children from Religious Education studies and the rights of individual staff members to decline from teaching Religious Education.

Aims

The purpose of Religious Education at Streetsbrook is reflected in the principal aim of the Solihull Agreed Syllabus:-

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

Solihull Agreed Syllabus for Religious Education 2025-2030

This principal aim is broken down into three statutory elements which aim to ensure that all pupils:

1. Make sense of a range of religious and non-religious beliefs, so that they can:
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary

- explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (eg texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
2. Understand the impact and significance of religious and non-religious beliefs, so that they can:
 - examine and explain how and why people express their beliefs in diverse ways
 - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
 - appreciate and appraise the significance of different ways of life and ways of expressing meaning
 3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
 - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
 - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
 - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Religious Education makes a significant contribution to the spiritual, moral, social and cultural development of pupils, promoting:

- Spiritual development - through helping children to reflect on and question their own and others life experiences and beliefs
- Moral development - by helping children to understand moral dilemmas, the difference between right and wrong and the importance of considering others
- Social development - through helping them to respect others, and appreciate religious communities
- Cultural development - through helping them to develop a sense of belonging and learning to appreciate different religions, values and beliefs

RE also makes a key contribution to pupils exploration of British values and enabling pupils to learn to think for themselves and develop understanding about for example, mutual tolerance and respectful attitudes.

Our curriculum leader for RE is Mrs Howes.

Cultural Capital

Embedded into the RE curriculum are opportunities for children to develop their understanding of, and appreciation for their religion and culture and that of others. RE helps pupils to develop their own understanding of the world and how to live. It provides opportunities to explore, reflect, and ask questions raised by religion and belief and to think about their own way of living. RE encourages the development of mutual respect and tolerance of those with different faiths and beliefs, both in society and the world around them.

Embedding Ambition

We believe that all children regardless of their background, needs and abilities can develop a positive attitude towards Religious Education. RE is not just about acquiring knowledge, but developing an understanding and respect for people's views, opinions and beliefs. It's about reflection, enquiry, respect, making sense of beliefs, understanding why people's beliefs are important and making connections with their own learning and experiences. RE is about how to develop their own understanding of the world and ways of living.

IMPLEMENTATION

Learning Environment and Resources

The staff at Streetsbrook provide safe, secure and stimulating environments that allow learning to flourish. We ensure we have access to high quality resources that fully support teaching and learning for all children. This includes all resources required to implement each of the RE Units as well as the Nursery Curriculum.

Curriculum

The RE Curriculum at Streetsbrook is based on the Solihull Agreed Syllabus for RE, which requires that all pupils develop an understanding of Christianity in each key stage. In addition, across the age range, pupils will develop an understanding of the principal religions represented in the UK, along with recognition of non-religious world views.

Pupils are to study in depth the religious traditions of the following:

- Reception Christianity and other faiths, as part of their growing sense of self, their own community and their place within it
- Key Stage 1 Christians, Jews and Muslims

How is the curriculum taught?

The Solihull Agreed Syllabus for RE requires a minimum allocation of 5% of curriculum time; this is the equivalent of one hour per week in all classes (except Nursery).

The teaching and learning approach has three elements:

1. **Making sense of beliefs** – identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation
2. **Understanding the impact** – examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world
3. **Making connections** – evaluating, reflecting on and connecting the beliefs and practices studied, allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world

Each key stage follows a Programme of Study, which provides the statutory requirements of the syllabus. Learning is based on a **key question approach**, and these questions are based on core concepts in a spiral curriculum. The approach aims to deepen pupils' knowledge about religions in a systematic way, by studying one religion at a time (systematic units) and then including 'thematic' units, which build on learning by comparing the religions, beliefs and practices studied.

Depth rather than breadth is of great importance, along with opportunities for recall and retrieval of previous learning. RE lessons should be engaging and encourage enquiry.

Visitors representative of the main world religions may be invited into school to share with the children, information and ideas about their faiths. In addition, our children may visit various places of worship.

Pupils also have the opportunity to learn about a specific religious festival during our annual 'Celebration Day'. Each year, the whole school will focus on one specific religious celebration and the children will participate in a variety of exciting and creative activities throughout the day; parents, children and visitors

are encouraged to share their experiences. Celebration days are based on religions represented in our school; previous celebrations have included the Sikh festival of Baisakhi, the Islamic festival of Eid and the Hindu festival of Holi.

Vocabulary Development

A child's vocabulary knowledge can have a big impact on their reading and writing development and later educational success. We aim to help children develop a wide religious vocabulary through a variety of means, including the following:

- Clarifying and modelling new vocabulary
- Practising using the correct vocabulary orally
- Creating displays of key words linked to the units
- The use of high quality religious artefacts to support learning

Planning

All planning is based on the statutory requirements of the Solihull Agreed Syllabus for RE 2025-2030. Learning outcomes, activities and assessment opportunities are set out in our school RE Scheme of work. Detailed medium term plans are used by staff with adaptations being made, as appropriate, to ensure the learning is accurately matched to the needs of the children.

Parental Engagement

At Streetsbrook we believe working in partnership with parents is invaluable. We provide supporting information for RE via our website and parents are invited to join us for our RE Festival Days, Christmas and Easter events and Collective Worship where appropriate. A termly letter to parents requests help and support, asking for artefacts, photographs of religious/cultural celebrations or visits from parents to support children's learning.

Inclusion

We utilise the principles of Adaptive Teaching, as outlined in our Curriculum Policy, to ensure teaching and learning meets the needs of all children. Where required, children with SEND are supported to access the RE curriculum. In line with individual learning plans, interventions or additional teaching opportunities may be required to ensure all children are able to access the curriculum in a way that is appropriate to them.

Health and Safety

Health and safety is maintained to a high standard at Streetsbrook to ensure children and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring we comply with the Health and Safety at Work Act 1974. As necessary, risk assessments will be conducted to ensure that all potential risks and harms have been identified and that staff understand how to respond should an unexpected risk occur.

Remote Learning

In the case of remote learning being necessary we will provide learning opportunities through a combination of live on line lessons and by facilitating access to lesson content and resources to support independent home learning.

IMPACT

Assessment, Marking and Feedback

At Streetsbrook there are three, broad overarching forms of assessment, each with a different purpose. These are:

- Day-to-day formative assessment – to inform teaching on an ongoing basis, sometimes referred to as Assessment for Learning (AfL)

- In-school summative assessment – to understand each child’s performance at the end of a period of teaching
- Statutory summative assessment – to understand each child’s performance in relation to national expectations

KS1 staff assess the children’s attainment at the end of each half-termly topic; this is recorded on a tracker and is analysed at the end of each academic year by the subject leader.

EYFS staff formally assess the children on a termly basis in line with the school’s assessment timeline.

Pupil Voice

The views of children on our RE provision are gathered at least annually through small group discussion sessions involving the Subject Leader and KS1 representatives on our Curriculum Focus groups.

Governors

We work in partnership with Governors to ensure our curriculum is inclusive and accessible and fulfils the requirements of the EYFS statutory framework and the Solihull Agreed Syllabus for RE 2025-30.

Monitoring and review

Our RE curriculum is monitored and reviewed regularly to ensure its on-going effectiveness. This is done in several ways including:

- Monitoring and moderation
- Learning walks
- Lesson observations
- Pupil voice
- Staff voice
- Attainment tracking and data analysis
- Through staff CPD opportunities
- Planning scrutinies
- Curriculum progression scrutinies

Policy Review

All members of staff are required to familiarise themselves with this policy as part of their induction programme. The Subject Leader will review this policy every three years and will make any changes necessary, in consultation with all stakeholders.

The next scheduled review date is Autumn term 2028.



Sarah Howes
Subject Leader for RE