



Brewster Avenue Infant and Nursery School

RE Policy

Purpose and Aims

Purpose

“The ability to understand the faith or belief of individuals and communities, and how these may shape their culture and behaviour, is an invaluable asset for children in modern day Britain. Explaining religious and non-religious world views in an academic way allows young people to engage with the complexities of belief, avoid stereotyping and contribute to an informed debate” – Why RE Matters -The RE Council

Aims

- to develop religious literacy;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom;
- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures;
- to develop attitudes of respect towards other people who hold different views and beliefs;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally and in the United Kingdom.

Provision

Our curriculum spans the Early Years and Key Stage 1 is organised into topics and ‘big questions’ that give children opportunities to explore, engage and reflect. Children learn about Christianity and at least one other major world religion, in KS1 this is Judaism or Islam.

RE is studied throughout each academic year (as part of Personal, Social and Emotional Development and Understanding the World in EYFS) so that pupils gain a growing developmental understanding of the knowledge, skills and understanding outlined in our RE curriculum. Opportunities are also taken to relate RE to the interests and cultural and religious backgrounds of our pupils.

Children may be withdrawn by their parents from Religious Education. Parents wishing to exercise this right should contact the Head teacher to discuss their request.

Progression and Assessment

Our curriculum outlines the expected content and standard for each year group. Teachers assess children’s learning *about* religion and beliefs and their learning *from* religion and beliefs. Teachers make ongoing assessments about their children’s achievements in RE and adapt subsequent planning appropriately to allow as many children as possible to make expected progress in RE and achieve age related expectations.

Monitoring, Evaluation and Improvement

The role of the leader is to monitor curriculum coverage and pupil progress. This information is collated in staff meetings and through first-hand monitoring of books, observations, lessons and talking to pupils and colleagues. The leader then identifies strengths and areas for development and actions to improve provision and achievement.

Date for review (this policy will be reviewed every three years): Spring 2025