

Kingmoor Nursery and Infant School Religious Education and Collective Worship Policy

Religious Education

At Kingmoor Nursery and Infant School, we believe that religious education makes an important contribution to the education of our young people. We aim to help our children develop their own values, beliefs and morals by learning from and about the religions of others in our diverse society. Through RE, children develop understanding, respect and empathy for others and appreciate the range of cultures and traditions in our community and wider world.

RE is taught in accordance with the Cumbria Agreed Syllabus for RE and in Key Stage One is delivered using the 'Discovery RE' scheme of work.

Learning in RE at Kingmoor Nursery and Infant School takes the form of an enquiry-based approach, using children's own experiences as a starting point, then considering the religious practices and values of others', before considering children's own views in the light of their learning. We encourage research and reasoned debate to consider topical enquiries.

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Religious Education at Kingmoor Nursery and Infant School

At Kingmoor Nursery and Infant School Religious Education will:

- Adopt an enquiry-based approach, beginning with the children's own life experience before moving into learning about and from religion.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
 - Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Develop a sense of awe, wonder and mystery.
- Nurture children's own spiritual development.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each others' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Religious Education in EYFS

In the Early Years, Religious Education is taught through the Understanding the World (UTW) area of learning as part of the Early Years Foundation Stage. Religious Education makes a significant contribution to the ELG objectives for UtW and underpins the foundation for KS1.

The CUSP curriculum is planned progressively, ensuring children build on prior learning and have the knowledge and experiences to successfully access the Key Stage One curriculum. Teachers use the CUSP outline to create a Medium Term Plan detailing key knowledge, vocabulary, information and concepts and how these will be taught across the year.

Children have access to high quality indoor and outdoor provision daily, giving them first hand experiences of the world around them and to stimulate discussion and vocabulary. Children are naturally inquisitive and the Early Years allows the children the opportunity to explore, question and understand with. Children learn about different religions, people and cultures through a wide range of stories, lessons and experiences including learning all about how people from around the world celebrate Diwali.

Religious Education in KS1

Religious Education is taught in weekly sessions through an enquiry-based model, developing children's critical thinking as well as their knowledge and understanding. RE will be taught in discrete lessons for an hour per week, exploring the 'big question' through a 4 step enquiry process; engagement, investigation, evaluation and expression. Across the year, children will receive the equivalent of one hour of RE teaching and learning each week.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Children will explore Christianity as well as Judaism (Year 1) and Islam (Year 2). Below is a grid showing the enquiry based questions and religions covered in KS1.

Year 1	
Creation Story-Does God want Christians to look after the world?	Christianity
Christmas- What gifts might Christians in my town have given Jesus if he had been born here rather than Bethlehem.	Christianity
Jesus as a friend- Was it always easy for Jesus to use friendship?	Christianity
Easter- Palm Sunday -Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity
Shabbat -Is Shabbat important to Jewish children?	Judaism
Rosh Hashanah and Yom Kippur - Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism
Year 2	

What did Jesus teach? – Is it possible to be kind to everyone all of the time?	Christianity
Christmas- Jesus as a gift from God. –Why do Christians believe God gave Jesus to the world?	Christianity
Prayer at home- Does praying at regular intervals help a Muslim in his/her everyday life?	Islam
Easter-Resurrection – How important is it to Christians that Jesus came back to life after His crucifixion?	Christianity
Community and Belonging – Does going to mosque give Muslims a sense of belonging?	Islam
Hajj – Does completing Hajj make a person a better Muslim?	Islam

RE is rooted in the disciplinary approaches of theology; thinking through believing, philosophy; thinking through thinking and human sciences; thinking through living.

Discovery RE uses these approaches to bring together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied. Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Vocabulary

Key vocabulary is taught alongside each topic and this is made up of subject specific words. These are identified in planning for each lesson and are taught alongside lesson content. Children continually revisit key vocabulary from prior lessons and learn to use these words in context within history lessons and the wider curriculum.

Knowledge organisers are in the children's RE books and detail the key knowledge the pupils are expected to know. Children also have access to key vocabulary on their knowledge organiser that they can access this within lessons

Assessment

All teaching staff use reflections during unit meetings to discuss the learning of individual and groups of children in each lesson, these are recorded on the MTP and used to adapt future lessons, plan for next steps and consolidation.

Teaching staff in the Early Years use Tapestry to capture children's learning, assess children's learning against the curriculum

and plan for next steps. At the end of reception year, teachers assess children's UTW against the profile objective with an emerging or expected mark.

At the end of reception year, teachers assess children against the profile objective in all areas of learning with an emerging or expected judgement.

In KS1 teachers will use the RE assessment grid alongside the school and the Discovery RE assessment tools to assess the children's understanding. There are 3 aspects of learning to be assessed which are

coloured coded and the corresponding assessment grids, these are; Personal resonance with or reflection on (green), Knowledge and Understanding (blue) and Evaluation/critical thinking in relation to the enquiry questions (red). Teachers will assess against these aspects of learning every half term. KS1 children will be assessed at the end of Year 2 against the RE end of key stage age-related expectations.

Withdrawal from RE lessons

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE subject leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. The school may also wish to review such a request each year, in discussion with the parents. The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed. The class teacher will provide the child with appropriate work.

Inclusion

All children are given equal access to the RE curriculum. At KNIS we are committed to ensuring children reach their full potential ensuring we meet the diverse and complex needs of each and every individual. We adapt provision to ensure it meets the needs of our learners and are committed to removing barriers to learning.

Adaptations of tasks, teaching methods and resources will be planned for the specific needs of the pupil. All pupils will have access to resources and opportunities to further their learning and make progress.

We respond to children's diverse learning needs by being committed to removing barriers to learning and we do this by:

- Creating effective and interactive learning environments such as interactive displays.
- Providing scaffolding to support children's learning.
- Modelling activities / tasks
- Paired and collaborative work that is rich in discussion and reflection
- Using visual cues to aid understanding
- Pre-teaching key vocabulary to provide a 'hook' into teaching
- Teaching using metacognitive approaches so that children learn how they learn best and develop a range of tools to support them in approaching their work independently and confidently.
- Using online assessments to allow children to demonstrate what they can do and have learned as well as a tool for children to record their own work.
- Ensuring every child has an appropriate and challenging target for learning
- Teaching more able children with their own class and extending their learning through differentiated group work, extra challenges and opportunities for independent learning.

Staff well being

As an employer we are committed to caring for staff emotional well-being and mental health.

When you're caring for the emotional wellbeing of others, it's easy to forget your own. But to fully support the pupils in your care, we know we need to make sure our own staff are cared for too.

The high demands on teachers have been shown to result in stress among teachers. Therefore, addressing the wellbeing of teachers is a vital step to addressing the wellbeing of pupils because engaged, cared for teachers are better able to care for pupils. This policy has been written using guidance from Ways to reduce workload in your school(s) Tips and case studies from school leaders, teachers and sector experts July 2018, updated March 2019 DF

Leadership

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

The school's RE curriculum has been mapped with the Cumbria Agreed Syllabus 2023 to ensure there is full coverage of the syllabus, the RE leader will ensure any changes will be updated when needed to ensure the curriculum continues to provide full coverage.

Collective Worship

At Kingmoor Infant and Nursery School, we feel that worship is an important part of the school day as it gives us the opportunity to come together as a community. It is attended by all children, staff and any visitors in school are very welcome to join in.

Aims

We aim to provide acts of worship that will fulfil the legal requirements in reflecting broadly Christian beliefs and values and the caring ethos of the school.

Our acts of worship aim to provide an opportunity to:

- reflect on and celebrate the Learning Powers and Ethos of the school community
- reflect on the meaning and purpose of human existence including through the school community, local area and wider world.
- help pupils to develop an understanding of the nature and language of worship.
- help pupils explore and develop their own spirituality and foster sensitivity to the beliefs, practices and values of others within the school and the community.
- enable children to explore their own beliefs in relation to those of others.
- celebrate special occasions and appreciate the talents of the school community.

We aim to give children the opportunity to share in, as well as learn about, worship, contributing to their spiritual, moral and cultural development reflecting the ethos of our school and upholding our commitment to equal opportunities.

The acts of worship should:

- be educational – a learning experience for all.
- be curricular – an integral part of the school planning.
- be inclusive - an experience to which all can contribute and from which all can gain
- have a sense of occasion and offer something lessons do not.
- meet the needs of our school community.

Content

Children are presented with opportunities to:

- Celebrate Christian festivals.
- Learn about the major festivals of other faith groups.
- Celebrate being part of the school community and learn shared values and the school's ethos
- Reflect on their own lives and choices and how they may differ to others
- Learn about and reflect on current news and events
- Share in appreciating the talents and achievements of others.
- Experience different forms of worship including prayer, reflection, silence, music and drama.
- Learn about Christianity through the local clergy and invited visitors to the school.

Organisation

The daily act of worship varies in form requiring children to listen, watch, answer questions and share in singing and quiet times. Sometimes children will be involved and we want the children to learn, enjoy, share think, reflect and value.

The content of the Acts of Worship will be planned and the delivery will be mainly by the Headteacher, Assistant Headteacher or Class teacher.

On Monday KS1 worship will introduce the theme for the week, this theme is introduced on a Tuesday in Reception.

On Tuesday, Wednesday and/or Thursday , the content will be visited in different ways; for example to include story linked to theme. There are also opportunities to revisit and discuss issues or themes specific to the children involved.

Once a week, children all year groups will participate in worship involving music and songs.

On Friday we have a celebration worship emphasising sharing and valuing the achievements of others by celebrating good learning behaviours linked to our Learning Powers and exceptional examples of work. We also celebrate out of school achievements on this day.

Parents and families are also invited to special events such as Harvest and Christmas. We also have regular visits from local clergy and Christian Organisations who lead collective worship.

Withdrawal

Great care is taken in our Collective Worship to ensure that all children feel valued and it is an inclusive activity. Parents do have the legal right of withdrawal and this will be respected.