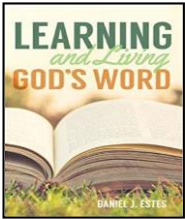


Langley Mill Church of England (Controlled) Infant School and Nursery



RELIGIOUS EDUCATION POLICY

Always our best for God, each other and ourselves



“An intelligent heart acquires knowledge
and the ear of the wise seek it out.
~Proverbs 18:15

This policy has been impact assessed in the light of all other school policies and the Equality Act 2010.

Written/ Reviewed By	Date	Changes Made		New Version		Next Review Date
		Yes	No	Yes	No	
Claire Jones	March 2026	Yes	No	Yes	No	March 2027

Langley Mill Church of England (Controlled) Infant School and Nursery
Religious Education Policy (RE)

INTENT

Philosophy

The place of RE at Langley Mill Church of England Infant School and Nursery is to inform our understanding and celebrate the Christian foundation of our school. It is also to understand and embrace those of all faiths or none.

As a Church of England school, RE has a high priority in our curriculum. We know that every child matters as a child of God. We strive to ensure the children of Langley Mill Church of England Infant School and Nursery are equipped with the skills needed to meet the challenges of our ever-changing world and make their own positive contributions to our global society.

Our vision is:

‘Always our best for God, each other and ourselves’
~ Whatever the activity in which you engage, do it with all
your ability – Ecclesiastes 9:10

See appendix 1 for a summary of our school vision and values.

Aims

Through carefully considered and structured planning our RE curriculum encourages children to:

- explore the ‘big’ questions in a safe, caring and nurturing space.
- understand the impact that faith has on the lifestyles of those with or without beliefs.
- discover how people of faith and no faith express their beliefs and explain their ideas.
- gain understanding and tolerance of those with beliefs different to their own;
- reflect upon and grow their inner feelings, questions, thoughts and experiences.

Legal Requirements

- In accordance with the law, we provide RE for all pupils registered at the school.
- RE is non-statutory in Nursery, but we incorporate RE material into children’s activities.
- As a voluntary controlled school with a religious character, our RE follows the locally agreed syllabus. At Langley Mill Church of England Infant School and Nursery this is the **Derby and Derbyshire Agreed Syllabus for RE (2025-2030)**.

<https://schoolsnet.derbyshire.gov.uk/site-elements/documents/teaching-learning-and-school-governance/curriculum-and-assessment/derbyshire-and-derby-city-agreed-syllabus-2020-2025.pdf>

- Understanding Christianity is taught alongside the Derbyshire Agreed Syllabus. This offers a coherent approach to the teaching and learning of Christianity alongside other world religions.

<http://www.understandingchristianity.org.uk/>

Legal parental right to withdraw

- At Langley Mill Church of England Infant School and Nursery we are an inclusive community and believe the RE is an entitlement for all pupils. However, we recognise that parents have the legal right to withdraw their children from some or all of the RE curriculum on the grounds that they wish to provide their own Religious Education. (School Standards and Framework Act 1998 S71 (3)). This right is made clear in our school brochure on the school website.
- As an inclusive community, we will actively seek to persuade parents/carers against withdrawal, by talking to them. We will ensure that parents understand the aims and value of RE and that RE is not religious instruction nor induction into the Christian Faith before honouring requests.
- In all cases, the Headteacher will wish to discuss with the parents/carers upon their written request. All requests to withdraw a child must be made in writing annually to the Governing Body.

IMPLEMENTATION

Time for RE

- RE is taught in clearly identifiable time.
- We allocate a minimum of 5% of curriculum time for RE in order to deliver the aims and expected standards of the agreed syllabus effectively.
- In nursery, RE is integrated into continuous provision and adult led topic sessions where appropriate.
- In Reception, we teach one 30-minute adult led RE session per week in addition to implementing some short RE sessions through continuous provision.
- In Key Stage One, we teach one discrete 60 minute RE lesson per week.
- Curriculum time for RE is distinct from the time spent on collective worship, although links are made between collective worship and the purposes and themes of RE.
- We also include special visits, visitors and RE themed days to complement (but not replace) the regular programme of timetabled lessons.
- There is a common frontier between RE and such subjects as English and PSHE. However, the times given above are explicitly for the clearly identifiable teaching of RE. Where cross curricular links are used, we ensure that RE objectives are clear.

Content of RE Curriculum

- RE has a vital part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled.
- High quality learning experiences in RE are designed using Understanding Christianity alongside the Derbyshire Agreed Syllabus.

Three aspects are covered:

1. **Believing** - Religious beliefs, teachings, sources; questions about meaning, purpose and truth.
2. **Expressing** - Religious and spiritual forms of expression; questions about identity and diversity.
3. **Living** - Religious practices and ways of living; questions about values and commitments.

RE in the Early Years Foundation Stage (EYFS)

- RE sits very firmly within the areas of personal, social and emotional development and understanding the world.
- The children learn through a balance of guided, planned teaching and pursuing their own learning within an enabling environment.
- Teaching stems from children's own experience and teachers draw on the religious or spiritual experiences that families bring with them.

- Children encounter religions and world views through special people, books, times, places and objects and by visiting places of worship.
- Children listen to and talk about stories.
- Children are introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression.
- Children ask questions and reflect on their own feelings and experiences.
- Children use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.
- Children learn about key dates / celebrations for other world faiths throughout the year, these are detailed on the long term plans.

RE in Key Stage One (KS1)

- Pupils develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts.
- They use basic subject specific vocabulary.
- They raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.
- Pupils are taught knowledge, skills and understanding through learning about Christians and Muslims or Jewish people. Pupils also encounter other religions and worldviews in thematic units, where appropriate.
- Children learn about key dates / celebrations for other world faiths throughout the year, these are detailed on the long term plans.

Planning for RE

- Planning has been designed to ensure pupils can meet the expectations set out in the locally agreed syllabus and provide coherence and progression in RE learning.
- We have developed a long-term plan to the teaching of RE to ensure our children receive the appropriate depth and breadth of study for their age (see Appendix 2).
- Our long-term plan outlines the units to be taught within each year group.
- Planning adopts a spiralling approach with a coherent content. Children access core learning but can also dig deeper as they move to their next phase of learning.
- Class teachers develop medium term plans each half term which outline in more detail what will be taught. These are written in parent friendly language and accompany half termly class newsletters.
- Short term planning is undertaken by the class teachers, utilising a range of resources.
- Teachers plan their class using our curriculum progression grids.

Teaching and Learning

- RE is a curriculum area that spans cognitive and imaginative skills and therefore delivery utilises several different curriculum areas, including music, drama, art and language.
- We recognise the value of teaching RE through the children's first-hand experience. Therefore, the children have access to a range of religious resources which include books, artefacts, posters and videos.
- When appropriate the children visit local places of worship and have visitors from different religions to supplement their existing knowledge of religious belief and practice.
- Special events and theme days are planned within curriculum time to enhance RE teaching and learning.

- A variety of teaching styles and processes are employed in order to develop the children's experiences, attitudes, abilities and understanding such as whole class and group discussions and debates, collaborative work and individual work. The children will also have opportunities to share their work with other members of the class.
- Children are encouraged to develop skills in observation and investigation, whilst exploring buildings, artefacts, symbols and atmosphere.

Inclusion

- We aim to provide a RE curriculum which is broad, balanced and fully inclusive to ensure all children have equal learning opportunities.
- When planning RE, staff ensure that activities are inclusive and accessible to all, including those with SEND, matching and challenging pupils' abilities.
- Pupils experiencing difficulties in other areas of the curriculum may excel in RE.
- RE promotes equal opportunities and prepares children for life in a multicultural society.
- Staff avoid gender, race, cultural and ability stereotypes within RE lessons.

Equipment and Resources

- The RE lead is responsible for auditing, organising, sorting, maintaining and ordering quality resources for the subject.
- We have a wide range across school to support the teaching and learning of RE.
- Most resources are kept in the hall on the resource shelves, including a wide range of religious artefacts.
- Several books on a range of RE topics can be found in the library.

Assessment

Assessment of RE is an ongoing process:

- All staff continually talk to and observe children in their daily activities/lessons, using these observations to make assessment judgements.
- In EYFS, staff make daily observations during play and adult led activities, feeding these into electronic and paper learning journeys against relevant Development Matters steps. Information from these gives a half termly summary of attainment of individuals, groups, classes and cohorts.
- At the end of EYFS, children are given a grading for relevant Early Learning Goals (ELGs).
- In KS1, staff carefully observe and assesses pupils as lessons/activities progress and scrutinise recorded work, feeding these into end of term summative assessments.
- Class teachers and the RE lead analyse summative data to ensure good progress and fuel future plans.
- Assessment of pupils enables teachers to plan future learning in order to ensure progression and continuity.

Roles and Responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.

- Organising the deployment of resources and carrying out a regular audit of all RE related resources. Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring professional development opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities and enhanced provision.
- Collating assessment data and setting new priorities for the development of religious education in subsequent years.

Class teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE skills, with due regard to the National Curriculum and Derbyshire Agreed Syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents and carers.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach the subject.

The special educational needs and disabilities coordinator (SENDCO) is responsible for:

- Organising and providing training for staff regarding the RE curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of RE objectives in pupils' individual education plans.
- Advising staff on the use of teaching and learning assistants in order to meet pupils' needs.

Monitoring and review

- This policy will be reviewed by the subject leader every two years or when significant changes are made or new legislation is given
- The subject leader will monitor teaching and learning in the subject at Langley Mill Church of England Infant School and Nursery, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- A named member of the governing body is briefed to oversee the teaching of RE and meets regularly with the subject leader to review progress.
- Any changes made to this policy will be communicated to all teaching staff.

IMPACT

- Children make good progress in their RE skills, knowledge and understanding across years, key stages and the whole school.
- Children know about and understand a range of religions and worldviews.
- Children express ideas and insights about the nature, significance and impact of religions.

- Children gain and deploy the skills needed to engage seriously with religions and worldviews.

Langley Mill Church of England Infant School and Nursery

Our Vision

‘Always our best, for God, each other and ourselves.’

~“Whatever the activity in which you engage, do it with all your ability”

Ecclesiastes: 9:10

We aim to achieve our vision by helping everyone in our school community:

Realise the Church of England’s Vision for Education	Educating for hope and aspiration:		Educating for wisdom, knowledge and skills:		Educating for dignity and respect:		Educating for community and living well together:			
	Enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.		Enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life		The basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.		A core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.			
Grow in the four Langley Mill Foundations	Aspire		Learn		Respect		Serve			
Show Christian Values in their thoughts, words and actions	Compassion	Cooperation	Courage	Creativity	Forgiveness	Friendship	Generosity	Hope	Humility	Kindness
	Joy	Justice	Love	Peace	Perseverance	Respect	Responsibility	Trust	Truthfulness	Wisdom
Display Fundamental British Values	Democracy		Rule of Law		Individual Liberty		Mutual respect and tolerance			
Become Good Learners	I am motivated		I am independent		I am curious		I listen		I think	



Langley Mill Church of England Infant School & Nursery - Long Term Plan for Worship & Religious Education



TERM	COLLECTIVE WORSHIP	CHRISTIAN CELEBRATION	EIFS RE (FS1)	EIFS RE (FS2)	KS1 RE (Y1)	KS1 RE (Y2)
			NON-STATUTORY	COMPULSORY	COMPULSORY	COMPULSORY
AUTUMN 1	Aspire - The Flour Mill	Harvest	<p>Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands-on activities and learning are an important part of pupils' learning at this stage. Some ideas for Religious Education in the nursery can include:</p> <ul style="list-style-type: none"> Creative play, make-believe, role play, dance and drama Dressing up and acting out scenes from stories, celebrations or festivals Making and eating festival food Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books Seeing pictures, books and videos of places of worship and meeting believers in class Listening to religious music Starting to introduce religious terminology Work on nature, growing and life cycles or harvest Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions. 	AS F2 - Which people are special and why?	AS 1.7 - What does it mean to belong to a faith community?	1.2 Who is a Muslim and what do they believe? (Part 1)
	Learn - LM Pottery			AS F5 - Where do we belong?		
	Respect - Vic Hallam					
	Serve - Aristoc & Co.					
	Celebration worship					
AUTUMN 2	Aspire	Advent ≈ Christmas			UC F2 - Why do Christians perform nativity plays at Christmas?	UC 1.1 - What do Christians believe God is like?
	Learn					
	Respect					
	Serve					
	Celebration worship					
SPRING 3	Learn	Epiphany		UC F1 - Why is the word 'God' so important to Christians?	AS 1.3 Who is Jewish and what do they believe?	1.2 Who is a Muslim and what do they believe? (Part 2)
	Respect					
	Serve					
	Aspire					
	Celebration worship					
SPRING 4	Respect	Mothering Sunday ≈ Lent ≈ Easter		UC F3 - Why do Christians put a cross in an Easter garden?	UC 1.2 - Who made the world? (Christians)	UC 1.4 What is the good news Jesus brings? (Christians)
	Serve					
	Aspire					
	Learn					
	Celebration worship					
SUMMER 5	Serve	Pentecost ≈ Ascension		AS F3 - Which places are special and why?	1.8 How should we care for others and the world, and why does it matter? (Christmas, Muslims, Non-Religious)	1.5 What makes some places sacred? (Christians, Hindus)
	Aspire		AS F6 - What is special about our world and why?			
	Learn					
	Respect					
	Celebration worship					
SUMMER 6	Aspire	Trinity ≈ Father's Day		AS F1 - Which stories are special and why?		
	Respect		As F4 - Which times are special and why?			
	Serve					
	Learn					
	Celebration worship					