



Religious Education (World Beliefs) Policy

At Eagley Infant School we believe that

“Happy children make the best learners.”

We are committed to ensure that children:

- Have ambitious aspirations and the knowledge that there are endless possibilities of what they can be **(DREAM)**
- Develop a high self-esteem and the confidence to know that they can achieve their dreams **(BELIEVE)**
- Are equipped with the knowledge and skills to ensure they can make their dreams a reality **(SHINE)**

We aim to:

- Provide an aspirational, knowledge rich, progressive learning experience in a highly inclusive environment in which children and staff feel motivated, happy and secure.
- Ensure that learners at all levels are helped to achieve their potential in a place where they feel safe, loved and respected.
- Value every child's individual learning journey and provide opportunities for all children to achieve their potential and to become life-long learners.
- Nurture our children and help them to develop the skills to grow into responsible, caring and fulfilled young people in our community and beyond.
- Work collaboratively with our community to build positive relationships to support our children and families throughout their school journey.
- Ensure that our children develop strong morals and learn the importance of our core values - Friendship, Trust, Courage, Resilience, Respect, Independence.

These aims underpin everything we do in school and inform the choices we make.

Chair of Trustees	Angela Baker
Head Teacher	Charlotte Roberts
Policy written by	Gill Ashcroft
Date approved by governors	February 2023

Intent

World Beliefs (Religious Education) at Eagley Infant School plays a key role in enabling our pupils to develop their understanding of the world in which they live and the part they play in it. It is our intent to provide a curriculum which engages, inspires, challenges and encourages children to equip them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions. Through enhancing children's cultural capital, we intend to develop a secure understanding of a variety of religious traditions, beliefs and practices that are followed in our multi-cultural society here in Bolton. We are understanding and respectful of the social and cultural background of our children and their families, and are mindful of their faith backgrounds and experiences they encounter.

Implementation

At Eagley Infant School, we follow the Bolton Agreed Syllabus for Religious Education to teach Christianity and Islam. Hinduism units have been written by the subject leader. We chose to teach these religions because they are representative of our school community and of the religious groups that the children will encounter in Bromley Cross and in Bolton. We have worked closely with Eagley Junior School to ensure that any learning about Judaism will be taught in Key Stage 2. Teaching aims of RE reflects three aspects: Making sense of beliefs; making connections; understanding the impact. Each unit of work explores big questions and the aims are woven into each unit. Religious Education is not compulsory in Nursery and will be taught as experiences as part of Understanding the World. Children primarily learn from Christianity in the Reception and KS1. In addition, children will learn from Islam and Hinduism in Key Stage 1. Children encounter religious and worldviews through inviting special visitors into school; reading and looking at books; celebrating special times and events; looking at, touching and using objects and by visiting places of worship locally. In order to introduce subject specific vocabulary, children listen to and talk about stories, using their senses to explore different beliefs. Children are asked questions to help them reflect on their own feelings and experiences and by using their imagination and curiosity, they develop an appreciation of and wonder at the world in which we live.

Impact

In the EYFS Religious Education is assessed as part of Knowledge and Understanding on Target Tracker and Early Learning Goals at the end of the Foundation Stage. In Key Stage One teachers assess the knowledge and skills of the three aspects that the children have acquired at the end of each unit by using a series of 'developing,' 'achieved' and 'mastering' learning outcomes for each key question. Through studying RE at Eagley Infant school, we hope children will develop a positive sense of themselves, and others, and to learn how to form positive and respectful relationships which contributes to children's overall spiritual, moral, social and cultural development.

SEND

Our intention is that all pupil, irrespective of background, or and barriers/ challenges to learning they may face make good progress and achieve high standards across all subject areas. The focus of our strategy is to support disadvantaged pupils and those with identified SEND to achieve highly and thrive in school.

All children will receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to

access the curriculum dependent upon their needs. Intervention and support is carefully considered to ensure it is appropriate for each child's individual needs. Any children identified as high attainers will be given further challenge in order to gain a greater depth of understanding.

As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting point.

