

Wallace Fields Infant School and Nursery



RE Policy

Wallace Fields Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Reviewed: Autumn 2025

Next Review: Summer Term 2028

Wallace Fields Infant School is proud to be a part of South Farnham Educational Trust.



Introduction to the Policy

At Wallace Fields Infant School and Nursery we believe that RE has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils and in helping them to gain a greater understanding of themselves and a more sympathetic awareness of the needs of others. This enables pupils to be better equipped to cope with the responsibilities and experiences of adult life. To promote the ideas of our school vision we believe that education in RE should be a child centred, exciting journey. Children will learn to understand the world and their place in it, know that all members of the school community show respect and tolerance for others and develop a better cultural awareness.

The Aim of Religious Education

At Wallace Fields Infant School and Nursery we aim to provide children with a range of opportunities and experiences in RE so they develop a broad understanding of the subject. We do this by:

- Following the Agreed Syllabus for RE in Surrey Schools.
- Providing opportunities for children to explore their own and others' questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human.
- Providing first hand experiences through trips, visits and workshops in order to develop children's understanding and tolerance of others to prepare them for adult life.

The Surrey Agreed Syllabus aims that all children:

- Demonstrate an appreciation of the nature of religion and belief and the important contribution of religious and spiritual insights and values to the individual's search for meaning in life, whilst acknowledging that this may also come from a non-religious perspective.
- Develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, both through their history and their contemporary diverse expressions.
- Develop interest in and enthusiasm for the study of religion & beliefs and enhance their own spiritual, moral, social and cultural development.
- Develop the ability to make reasoned, informed and creative responses to religious and moral issues.
- Recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world.

The Teaching of Religious Education

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values and philosophy of the school.

Teachers aim to:

- Promote a confident, positive attitude towards the learning of RE by making it an enjoyable experience.
- Promote a desire to understand the 'world' of other people and an active interest in how they express this 'world'.
- Acknowledge that beliefs and ideas are constantly changing.
- Promote interaction, allowing pupils to relate themselves to others, reflect and respond.
- Ensure that RE teaching throughout the school shows progression and is based on the Surrey Agreed Syllabus.
- Develop links with the wider community through visits to places of worship.

Teaching and Learning of RE

Early Years Foundation Stage

In Reception and Nursery, teachers use the area in the Development Matters document titled, 'Understanding The World' to teach a broad and rich RE curriculum. Learning objectives and success criteria are taken from the Surrey Syllabus to ensure teachers can assess children's learning and understanding.

Key Stage 1

In KS1 teachers teach discrete RE lessons at least 3 times a half term and is revisited through recall activities at least three times per half term, meaning children have exposure to religious education each week.

Whole School Celebrations/Festivals

RE is also taught when religious festivals and celebrations occur in the annual calendar. Working in this way allows the school to invite members of the local community in to deliver workshops and assemblies which therefore puts the learning into context for the children.

Place of Worship Visits/Visitors

Place of Worship Trips are organised during the year to support and complement the work in school and to promote links with the local community. We aim to invite representatives of local religious groups to come into school and talk to the children in a sensitive manner.

Children

At Wallace Fields Infant School & Nursery, we aim to:

- Encourage children to reflect on their own experiences and to formulate their own ideas, beliefs and values.
- Help children to develop moral and spiritual values, respect and tolerance, which enables them to appreciate and understand religions, cultures and ways of life different from their own.
- Have respect for other people's views and celebrate the diversity in society.
- Appreciate that symbols and artefacts from different religions can express human feeling and ideas.
- Foster understanding about the importance of tolerance in everyday life.
- Foster positive attitudes towards celebration of differences.
- Develop an enjoyment of learning through practical activities, discussion exploration and discovery.
- Communicate their knowledge and understanding using specialist vocabulary.

Parents

At Wallace Fields Infant School and Nursey we ask parents/ carers to

- Support their child in appreciating different religions
- Model tolerance and respect for others
- Share their own experiences of different religions and offer to share this with their child's class and school if they are willing to.
- Inform the school of any religious festivals their child partakes in
- Inform the school if they wish to withdraw their child from any aspect of Religious education. (Appendix 1)

Developing an Understanding of British Values in RE

RE lessons reinforce messages of tolerance and respect for others. Children have the opportunity to visit places of worship that are important to different to faiths. Children also have visits from people of other faiths come to talk to them. In addition to this, we actively promote diversity through celebrations of different faiths and cultures.

The Spiritual, Moral, Social and Cultural Development of Children

At Wallace Fields Infant School, Religious Education plays an important role, along with all other curriculum areas in promoting the spiritual, moral, social and cultural development of our children.

Social: Children will learn to discuss their views with others and show appreciation and tolerance of other viewpoints, whether they are similar or different to their own. This will support their social development for the present and the future.

Moral: Children will learn to be tolerant and understanding members of both the school and local community through the opportunities we provided them in RE lessons and workshops.

Spiritual: Children will be learning about and reflecting on important concepts, experiences and beliefs that are at the heart of religious and other traditions and practices. Children also have the opportunities to consider how beliefs and concepts in religion may be expressed through the creative and expressive arts such as drama and dance.

Cultural: Children will learn to be open and respecting through encountering people, literature, the creative and expressive arts and resources from differing cultures.

The Implementation of the Agreed Syllabus for Education

At Wallace Fields Infant School it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, and following a survey and discussion with all the teaching staff, the following religions have been selected for study:

- Christianity
- Judaism
- Islam

At Wallace Fields Infant School & Nursery, our vision is to provide children with a range of opportunities and experiences in Religious Education (RE) so they develop a broad understanding of the subject. We follow the Surrey Agreed Syllabus for RE in Surrey Schools. The curriculum intends to encourage all children (through studying Christianity, Judaism, Islam and incorporating appropriate elements of non-religious worldviews. This is to encourage the children) to explore their own and others' questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. At Wallace Fields we feel the best way to do this is to enrich learning by children having first hand experiences through trips, visits, assemblies and workshops. These practical, hands on experiences encourage curiosity, develop understanding and instil the tolerance needed to thrive in our diverse community. These approaches help to promote *British Values* and *Spiritual, Moral, Social and Cultural* (SMSC) development. They also support all children to develop their spiritual, moral, social and cultural development by reflecting on their own beliefs and values whilst respecting the rights of others to differ. We have also recently embedded the three Golden Threads into our revised syllabus, God, relating to theological approaches, Identity, relating to more philosophical approaches and Community, sociological approaches. These Golden Threads are threaded throughout the units of work at Wallace Fields Infant School & Nursery as part of the syllabus progression model to help develop the children's knowledge, understanding and skills.

The Surrey agreed syllabus for Religious Education aims that all children:

- *Demonstrate an appreciation of the nature of religion and belief and the important contribution of religion and belief, spiritual insights and values to the individual's search for meaning in life, whilst acknowledging that this may also come from a non-religious perspective.*
- *Recognise that someone's worldview, including their own, can be influenced by many factors and is an intrinsic part of how they view the world.*
- *Develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, both through their history, contemporary diverse expressions and encountering people's lived experience.*
- *Develop interest in and enthusiasm for the study of religion & beliefs and enhance their own spiritual, moral, social and cultural development.*
- *Develop the ability to make reasoned, informed and creative responses to religious and moral issues.*

Recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world.

As Christianity is the predominant religion in the school's pupil population and in the community surrounding the school it is the religion that is studied within every year group.

The progression of knowledge and skills document ensures continuity and progression. The medium term planning contains details of what needs to be covered in each year group. Teachers plan together within their year groups to ensure that children receive a balanced curriculum. The RE planning is shown on the weekly planning format.

The Approach to Religious Education

At Wallace Fields Infant School the teaching of Religious Education according to the agreed Syllabus is approached with the following principles in mind:

- There are no presumptions made as to the religious backgrounds and beliefs and values of the children and staff.
- We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely.
- All religions and their communities are treated with respect and sensitivity and we value the links, which are and can be made between home, school and a faith community.
- We acknowledge that each religion studied can contribute to the education of all our pupils.
- We promote teaching in Religious Education that stresses open enquiry and first hand experiences wherever possible for both staff and children.

Special Educational Needs/Disability

All children with special needs/disability will have:

- Equal opportunity regardless of gender, age, race or ability.
- Their individual needs considered and planned for by the class teacher.
- Praise and encouragement and awareness of progression in relation to their own capabilities.

Assessment and Recording

Children's recorded work is kept in their Learning Journals. This, alongside the teacher's own knowledge, helps them to form an overall assessment of the child's RE knowledge.

The Faculty Group are able to assess the teaching of RE in each class and the curriculum coverage from reviewing the planning, recorded work and listening to pupil voice.

The Role of the RE Subject Leader within the Humanities Faculty

The role of the RE Subject Leader is to ensure:

- Coverage of the Agreed Syllabus for RE in Surrey.
- Continuity and progression as planned in the RE Scheme of Work.
- To write and implement action plans for RE.
- To assess, monitor and evaluate the planning, teaching and learning of RE throughout the school.
- Staff support, advising and catering for training needs.
- Develop, organise, store and maintain resources.
- To keep abreast of current developments in RE.

Appendix 1

Withdrawal from Religious Education (RE) Policy Statement

Purpose of the Policy

This policy outlines the school's approach to requests for withdrawal from Religious Education (RE) and ensures that the school meets its legal obligations while respecting parents' rights and beliefs.

Legal Framework

Parents have a **statutory right** to withdraw their child, wholly or partly, from Religious Education.

This right is established under:

- **Section 71 of the School Standards and Framework Act 1998**

This applies to **all state-funded schools**, including academies and free schools.

Parental Right to Withdraw

- Parents may request that their child is withdrawn from RE **in full or in part**.
- Parents **are not required to provide a reason** for their decision.
- The school will comply with the request once it is made in writing.

Pupils do not have the right to withdraw themselves from RE until they reach the age of **18**.

School Approach

The school values Religious Education as part of a broad and balanced curriculum that:

- Develops pupils' understanding of different religions and worldviews
- Promotes respect, tolerance, and inclusion
- Supports pupils' spiritual, moral, social, and cultural development

Where a withdrawal request is made:

- The school may offer to meet with parents to explain the nature and content of the RE curriculum
- Any discussion will be **informative only** and will **not be used to challenge or delay** the withdrawal
- The parental decision will be respected at all times

Arrangements for Withdrawn Pupils

- The school will ensure that pupils withdrawn from RE are **appropriately supervised**.
- Withdrawn pupils will not be disadvantaged or treated differently as a result of the withdrawal.

Partial Withdrawal

Parents may request withdrawal from specific aspects of RE. The school will work with parents, where possible, to clarify arrangements and ensure the pupil's welfare and supervision.

Recording and Review

- Requests for withdrawal will be recorded by the school.
- This policy will be reviewed periodically to ensure continued compliance with legislation and guidance.

Related Policies

This policy should be read alongside:

- Curriculum Policy
- Equality Policy
- Collective Worship Policy (note: withdrawal from collective worship is covered separately)