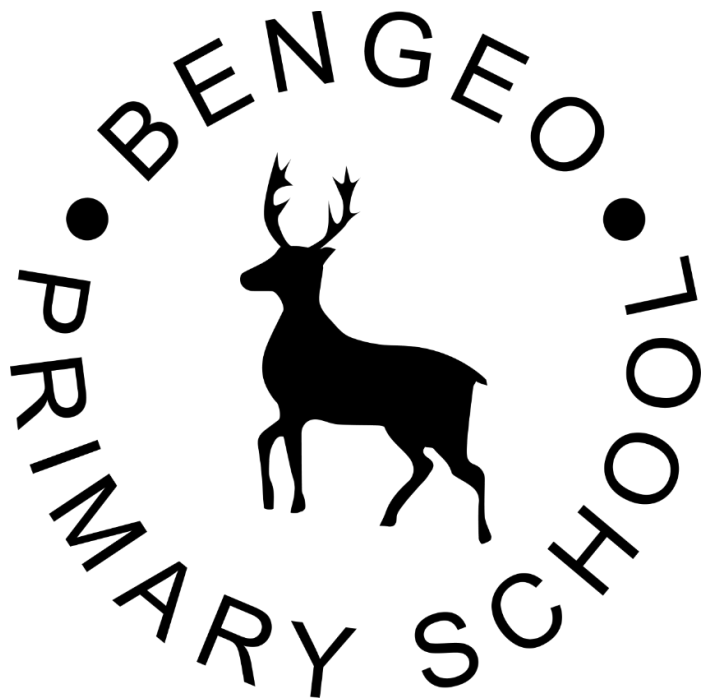


BENGEO PRIMARY SCHOOL



R.E. policy

Reviewed: Autumn 2025

Author: RE subject lead

Authorised by: Head teacher

Next review date: Autumn 2029

1. Purpose

This policy sets out how RE will be taught at Bengeo School to comply with Section 375(3) of the Education Act 1996. RE is taught under the guidance of the HAS (Hertfordshire Agreed Syllabus of Religious Education 2023-2028). The statutory requirements build on the previous Hertfordshire Agreed Syllabus, reflecting national developments in RE and education. A key update is the introduction of the 'worldviews approach,' which broadens the scope of RE to include both religious and non-religious perspectives.

At our school, RE gives children a clear understanding of Christianity, major world religions, and a range of worldviews that help people make sense of life.

Our aim is to help pupils become religiously and philosophically literate so they can engage with others in today's diverse society. RE supports pupils in exploring different beliefs, developing their own identity, and thinking deeply about meaning and values. It does not tell pupils what to think but encourages respectful understanding and critical thinking.

2. Scope

The Policy is applicable to Governors, all staff and pupils.

3. Definitions - HAS (Hertfordshire Agreed Syllabus 2023-2028).

4. Policy Statement

This policy reflects the Hertfordshire Agreed Syllabus 2023-2028.

5. Policy

The School's emphasis on a knowledge-rich curriculum and a pedagogy which supports it means that, RE lessons need to reflect the School's growing understanding and use of 'memory-friendly' activities. Elaborative rehearsal, for example, will more effectively secure knowledge into long-term memory by requiring the brain to process it in a more in-depth way, linking new and prior learning, and applying it in different ways. However, there is a role for rote rehearsal of facts in RE, and practitioners need to be aware of the difference. Though the emphasis in lessons should be not just to memorise facts but to develop enquiry skills through discussion of pupils personal and critical responses by discussion and exploration.

6. Sticky knowledge

In order for children to be able to maintain, use and develop their conceptual and procedural knowledge long-term, teachers need to have an awareness of how to promote the 'stickiness' of what is taught. Memory-friendly strategies should be carefully chosen and practised in all lessons. This will enable children to more easily build upon what they have learned and move on to more advanced concepts.

7. Curriculum

As stated in the **HAS**, the curriculum aims to ensure that all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.

Sources of wisdom from religions and worldviews and their impact.

All pupils should:

- know, understand and explore the significance and impact of sacred texts, other sources of wisdom and ways of expressing meaning
- express ideas and insights about the nature of beliefs, values and practices and their impact on the identity of individuals and communities locally, nationally and globally
- recognise and explore similarities and differences which exist within and between religious and non-religious worldviews

Personal and critical responses

All pupils should:

- express with increasing discernment their personal reflections, critical responses and connections to faith and belief enquiring into philosophical, moral and ethical issues
- engage with the questions and answers offered by religions and worldviews concerning ultimate questions and human responsibility
- develop the skills required to engage with others in dialogue and to cooperate in society with respect and compassion

8. Aims

- To teach a worldview approach:
“A worldview is a person’s way of understanding, experiencing, and responding to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. A person’s worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments.” (Religion and Worldviews: The Way Forward p4).
- To ensure that the curriculum for Religious Education helps all pupils develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses.
- To follow a coherent and systematic study of the principal religion of Christianity across each key stage.
- To be introduced to the other five principal religions represented in Great Britain. These include Buddhism, Hinduism, Islam, Judaism and Sikhism, each of which is represented in Hertfordshire.
- To spend a proportion of time allocated to Religions Education reflecting on own religious make-up of the school and wider local community. Including non-religious worldviews, recognising that many pupils come from a non-religious background.
- To engage pupils both academically and personally.
- Develop religious, theological and philosophical literacy through religions and worldviews.
- To examine the role, influence and importance of religions and worldviews on the modern world, locally, nationally and globally
- To explore worldviews through the lives, histories and cultures of individuals and communities.
- Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions.

- Consider both positive and negative aspects of religion and worldviews in the contemporary world and throughout history
- Challenge students to think critically and reflect deeply on their own and others' experience and perspectives on these issues

9. Objectives

- To encourage children to learn about the principal religions through stories, symbolism, facts and comparisons between different religious customs and beliefs.
- To help children to learn from religion by responding to and reflecting upon their own spiritual, moral, social and cultural development. Children should be encouraged to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.
- To explain the similarities and differences between, and within, religions including visits to different places of worship and visitors from different faiths wherever possible.

10. Programmes of Study

Our updated programme of study reflects recent national developments in Religious Education, particularly the 2018 Commission on RE report, which promotes a 'worldviews approach'. This approach goes beyond belief systems to include the ways in which people live, experience, and interpret the world, recognising the behavioural, experiential, and attitudinal aspects of what it means to be human.

The Programmes of study, teaching methods, time allocations and links with other subjects are based on the current legal requirements and the principles set out in **HAS 2023-2028**. The programmes of study sets out eight key areas of religion which aim to enable pupils to develop knowledge and understanding of sources of wisdom and their impact whilst exploring personal and critical responses. They can be taught in any order. The planning wheels provided for each key stage can be used to track coverage of the programmes of study. The HAS has a clear end of key stage learning outcomes to support assessment. The learning outcomes can be used to set learning objectives and generate success criteria.

11. Planning and pacing

- Avoid cognitive overload
- Include opportunities to explore lots of artefacts
- Ensure there is conceptual/curriculum coherence by linking topics to prior and future learning and across subjects
- Plan for conceptual understanding, preconceived ideas and ensure it is explained that religious beliefs and practices apply to SOME not necessarily all people of that religion.
- Allow children to be curious, to pose questions, to play around with ideas, to see patterns and links between different religions, to discuss ideas and share thinking
- Allow thinking time and time to reflect
- Plan for cross-curricular links eg art, music, literacy, drama
- Make lessons relevant by using opportunities for parents/carers/visitors from different faiths to talk to the children

12. Feedback, Marking and Assessment

- It is important that a culture of curiosity, exploration, understanding and tolerance of different views is fostered
- Encourage children to see links between different religions and to develop their personal and

critical responses

- Live' feedback is preferable and children should be encouraged to self- and peer-assess during the lesson,
- All written work should be looked at during or after lessons with learning objectives and planning annotated according to achievement – appropriate support or greater depth learning should be planned and provided for individuals or groups
- Procedures will be consistent with our assessment policy and comply with the structure of the key stage learning outcomes to support the assessment of a specified eight key areas of religion set out in **HAS**

13. Monitoring

Monitoring is carried out by the Subject Leader in the following ways:

- Informal discussion with staff and pupils
- Learning Walks
- Pupil voice
- Book looks / work sampling
- Monitoring assessment proforma by teachers

14. SEND

- All children but especially children with learning difficulties will struggle with cognitive overload as they often lack the building blocks of their peers. Allow processing time and opportunities to explore artefacts
- Plan opportunities for expression of ideas through art
- Plan in role play, small group work, partner work, visual cues and displays

15. Resources

The Co-ordinator will set up and maintain resource areas to enable all classes to have access to a range of religious and multicultural books and artefacts.

16. Withdrawal from Religious Education

Parents have the right to withdraw their child from Religious Education. In line with statutory guidance in England (DfE2012), any parent who wishes to consider withdrawal is asked to consult the headteacher so that the school can explain the aims, content and value of the RE curriculum. It is our practice to seek a meeting or conversation with parents to ensure they are fully informed before any withdrawal is finalised. Where a parent still wishes to withdraw their child, the school will honour that request. All withdrawal requests should be made in writing, and will be reviewed periodically in discussion with the parent.

Procedure

- Parents should contact the headteacher to discuss the curriculum and their concerns.
- The school will record the outcome of the discussion and any formal withdrawal request - See Appendix
- Written confirmation of the withdrawal should be kept on the pupil's record.
- The headteacher may invite a review of arrangements at a later date to ensure the pupil's needs are met.

Important: Withdrawal applies to Religious Education lessons as set out in this policy. It does not

automatically extend to other curriculum areas where learning about religion and belief forms part of broader topics, unless specified in a separate request.

I wish to withdraw my child (_____) from Religious Education Lessons at Bengeo Primary School.

I understand that I have discussed this request with the headteacher and that the school will record this withdrawal on my child's file.

Signed: _____

Date: __/__/__