



# HEAP BRIDGE VILLAGE PRIMARY SCHOOL

*“Working together, learning together”*

## Religious Education Policy

Headteacher

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September 2025



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## Religious Education Policy

### JUSTIFICATION

At Heap Bridge Religious Education (R.E.) has an essential role to play in preparing children to become knowledgeable, open-minded members of the diverse multi-religious world and multi-secular society that we live in today. Our ambitious RE curriculum aims to enable children to succeed in life. Religious Education enables children to explore in different ways religious and non-religious communities, through enquiry of life's big questions through our in depth, sequenced curriculum. Religious Education allows children to explore what people believe and the difference this makes to how they live. Exploring religion in a depth through a progressive and sequenced curriculum builds a strong foundation and prepares the children for the next chapter in their life. We provide a safe space where they can make sense of the world around them whilst reflecting on their own personal knowledge, developing the tolerance and respect about the ways others live. We encourage our children and staff to take pride and celebrate their own personal traditions and each other's traditions. We use the agreed local SACRE syllabus as the basis of our curriculum to ensure that we meet our obligations to provide Religious Education under the 1988 Education Act.

### INTENT

Many of our children here at Heap Bridge do not actively practice a faith themselves and have minimal experiences of religion and so often start school with limited knowledge and skills involved in knowing about and learning from religion. Our curriculum is designed to broaden children's knowledge and understanding of religion so that we can develop children who are tolerant and respectful of other's differences and can live harmoniously in a multi-faith society.

Our curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning

2. Express ideas and insights about the nature, significance and impact of religions, so they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues

- Appreciate and appraise varied dimensions of religion

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

## **RE in the EYFS**

At Heap Bridge our children will encounter religions and worldviews through special people, books, times, places and objects. They will listen to and talk about stories; being introduced to subject specific words and use all their sense to explore beliefs, practices and forms of expression. Our children will ask questions and reflect on their own feelings and experiences and use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live in.

The most relevant statements for RE are taken from the following areas of learning-Personal, Social and Emotional Development and Understanding the World-

*'Understanding the world involves guiding children to make sense of their physical world and their community. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.' (EYFS Framework 2021)*

## **IMPLEMENTATION**

The locally agreed syllabus delivered at our school uses an enquiry based approach to the teaching and learning of RE in order to develop children's critical thinking skills and increase their engagement and motivation to learn. This approach enables children to learn through a wide range of teaching and learning opportunities such as studying quality texts, through creating and studying art work, role play, trips and visitors to school.

1. Children will begin the teaching of Religious Education in EYFS, they will encounter Christianity and other faiths as part of their learning in 'Understanding the World' and 'Personal, Social and Emotional Development'.
2. During their time in Key Stage 1, the children will learn about Christians, Jews and Muslims building on their prior knowledge from EYFS.
3. As the children move through Key Stage 2, they will deepen and embed their knowledge by continuously building on the foundations set in the previous year group. They will continue to learn about Christians, Jews and Muslims and be introduced to Hindus alongside non-religious views.
4. Revisit, Recap and Remember starters will be included in lessons to embed key knowledge in the children's long term memory.

5. Stimulating Cultural Capital opportunities will be carried out for every year group across school, to support the teaching and learning in RE, including whole school assemblies based on religious festivals.
6. Children will have access to religious objects within lessons and around school, that will support the teaching and learning of RE.
7. There will be cross curricular links throughout topics to support children's academic development across a range of subjects.
8. A range of different teaching and learning styles will be used, with all lessons being differentiated to suit the needs of all our children.
9. Whole school RE displays that include the different religions will support the children's knowledge, open mindedness and promote the school ethos of pride in ourselves and each other.

## **Teaching and Learning**

Children are taught through whole-class interactive teaching, where the focus is on all children working together on the same lesson content, whilst at the same time challenging and supporting pupils to gain depth of understanding.

Lessons are designed so that there is a carefully sequenced journey through the concepts of RE involving learning about and learning from religion. The agreed syllabus states that the teaching and learning of RE should enable pupils to; know about and use a range of religions and world views, express ideas and insights about the nature and significance and impact of religions and worldviews, and gain and deploy the skills needed to engage seriously with world religions and worldviews.

In order for pupils to do this successfully units of work focus on one of the following key threads.

- **Believing** – Religious beliefs, teachings, sources; questions about meaning, purpose and truth.
- **Expressing** – Religious and spiritual forms of expression; questions about identity and diversity.
- **Living** – Religious beliefs, teachings, source; questions about meaning, purpose and truth

These threads are delivered to all pupils, in all year groups, from Foundation Stage to Year 6.

## **Right to withdraw**

Parents in the UK have a legal right to withdraw their children from Religious Education (RE) and collective worship. If you are considering doing this, please discuss first with the Headteacher.

## **Resources**

The school has an excellent resource base that is accessible for teachers to use to enhance the learning throughout the topics they are teaching. These will be updated and enhanced through annual audits which will lead to the purchase of Religious objects for particular areas of study. The internet is also available to pupils through the use of Chromebooks and iPads.

## **IMPACT**

The children at Heap Bridge are knowledgeable and open-minded members of our multi-religious world. They have the knowledge and foundations which support them to progress onto the next stage of their life. Almost all children will make good or better progress in RE towards their desired end points by the end of the academic year. The children at Heap Bridge, continue to develop their personal knowledge that effects how they interpret and predict the world. Our children take pride in themselves and each other. Children are able to ask and answer questions, so that when they develop through school they can start to grasp the 'big ideas' of religions and the world we live in.

## **Planning and Curriculum Content**

The school has adopted the RE Today, SACRE syllabus for Religious Education. The Long Term Planning Framework is fixed as are the Medium Term Units of Work within it. Individual teachers develop Short Term Plans within this structure following a specified planning layout, identifying opportunities for teaching towards assessment focuses.

## **Assessment in RE**

The agreed syllabus for RE sets out end of key stage expectations for what children are expected to know, apply and understand, and the skills they should have developed by the end of Key stage 1 and Key stage 2.

Children within the early years will be expected to meet the Early Learning Goal; Understanding the World and Personal, Social and Emotional Development.

Pupil's achievements will be weighed up by teachers using criteria arising from the agreed syllabus programme of study. Teachers will use integrated formative assessment such effective questioning, clear learning objectives, and effective feedback and response in their teaching. The school marking policy encourages marking at the point of learning so that any misconceptions can be quickly identified and acted upon by adults. There are ongoing formative assessments to check children's understanding and to assess retention of knowledge and skills.

This policy will be reviewed:

July 2030

