



Religious Education Policy

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| Person(s) Responsible: | Headteacher RE Lead |
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| Formally adopted by the Governing Body: | March 2025 |
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| Review date: | March 2026 |
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This policy also applies to the Early Years Foundation Stage (EYFS)

Schools are required to teach Religious Education (RE). At Biggin Hill Primary, we follow the Bromley Syllabus and Discovery RE. We wish for children to understand the values that different faiths uphold and have respect for those religions and their followers. As well as wanting children to understand the different religious practices, we want children to be aware of and accept how others choose to live their lives. Our children are entering a diverse world where their knowledge and appreciation of different faiths and cultures is paramount. At Biggin Hill Primary, we make every effort to provide our children with a basis and understanding of religion.

By following Discovery RE at Biggin Hill Primary school we intend that Religious Education will:-

- adopt an enquiry - based approach as recommended by Ofsted.
- provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging.
- encourage pupils to explore their own beliefs (religious or non-religious).
- enable pupils to build their sense of identity and belonging.
- teach pupils to develop respect for others, including people with different faiths and beliefs.
- prompt pupils to consider their responsibilities to themselves and to others.
- develop a sense of awe, wonder and mystery.
- nurture children's own spiritual development.
- promote the spiritual, moral, cultural, mental and physical development of pupils.
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Differentiation/SEND

Teachers understand their children best and will therefore tailor each unit of work to meet the needs of the children in their class and provide access to all learners. In addition to practical work, our units also encompass a lot of creative work which all children enjoy.

Assessment

Teachers are eager to ensure children are making progress with their learning throughout their RE journey. Therefore, each unit has built-in teacher and pupil self assessment. Each child takes part in pre-learning assessment tasks before beginning the unit. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the big question at the end of the unit. This stand-alone evidence is used in conjunction with other evidence such as records of discussions (for example in Floor Books), the pupil's purple pen annotations and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it.

Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry. This supports teacher overview and facilitates subject leader monitoring and moderation. This enables us to ensure that all children achieve well and make consistent progress.

Monitoring and evaluation

The RE leader monitors delivery of the Religious Education through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

External contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda is intrinsic to the Discovery RE planning.

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each others' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through:

- * Response to RE comments on reports
- * Curriculum newsletters
- * Displays
- * Topic based homework as appropriate
- * The school website and RE Road Map

Withdrawal from RE lessons

Parents/carers have the right to withdraw their children from all or part of Religious Education. Those parents/carers wishing to exercise this right are invited in to see the Head Teacher and/or the RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents/carers who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents/Carers will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents/carers.

The use of the right to withdraw should be at the instigation of parents/carers and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need to be given. Where parents/carers have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents/carers or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Equality Information and Objectives
- Child Protection and Safeguarding Policy
- British Values
- Prevent Strategy

Policy Review

This policy has been reviewed by Miss C Castledine, RE Lead at Biggin Hill Primary.