



Mission Statement: 'Valuing Potential, Creating Opportunities'

HARTSBOURNE PRIMARY SCHOOL RELIGIOUS EDUCATION POLICY

This policy to be read in conjunction with Assessment Policy, Inclusion Policy, Equal Opportunities Policy, Teaching & Learning Policy, Collective Worship Policy

DATE OF POLICY	DATE OF REVIEW
March 2025	March 2026
REVIEWED BY:	Curriculum Team & SLT Teaching & Learning Committee

VISION

Children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect their current and future needs. Mental health is balanced with academic needs to nurture the whole child.

RATIONALE

Religious Education (RE) is not a National Curriculum subject but must be taught to all pupils as part of the basic curriculum. As RE is not nationally determined the Local Education Authority must provide an Agreed Syllabus for us to follow. The Hertfordshire Agreed Syllabus 2023 - 2028 has been used as the basis of planning and delivery of RE at Hartsbourne Primary School.

This syllabus will continue to require that pupils "learn about and through religion" and that teachers encourage pupils to reflect on their own beliefs and values whilst acknowledging that others may hold beliefs different to their own. The children at Hartsbourne come from a variety of family backgrounds and different faiths, including non-religious families and the beliefs of both the staff and children will always be respected.

Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from religious education. If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn. Any parent who wishes this should consult the Headteacher. A teacher's right to withdraw from the teaching of RE will be upheld.

AIMS AND OBJECTIVES

We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child spiritually, morally, socially, culturally and intellectually, is reflected in the RE curriculum. We will enable pupils to:

- Acquire and develop knowledge and understanding of principal world faiths practised in Great Britain. These include Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism, each of which is represented in Hertfordshire. (NB: Humanism and Atheism are not 'religions' but are world views which may be appropriate to mention as part of the RE curriculum).
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community.



- Develop an age-appropriate ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions.

We will enhance pupils' spiritual, moral, cultural and social development by:

- Developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them.
- Responding to the fundamental questions of life with due regard to age and their experiences and with reference to religious beliefs and practices where it is appropriate to do so.
- Encouraging pupils to express their own personal viewpoints in a thoughtful, reasoned and considerate way.
- Recognise the right of people to hold different beliefs within an ethnically and socially diverse society.

OBJECTIVES

We will foster a reflective approach to learning by encouraging open and honest enquiry, awareness of prejudice, a growing self-understanding and respect for the rights of others to hold beliefs different from their own.

These two attainment targets with their associated statements set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum.

AT1 Learning about Religions:

- Identify, name, describe and give an account, in order to build a coherent picture of each religion.
- Explain the meanings of religious language, stories and symbolism.
- Explain similarities and differences between, and within, religions.

AT2 Learning from Religion:

- Give an informed and considered response to religious and moral issues.
- Reflect on what might be learnt from religion in the light of personal beliefs and life experience.
- Identify and respond to the questions of 'meaning' within religion.

Children will be "Learning about Religions" and "Learning from Religion" through:

1. **Investigation**; the use of first-hand and other resources to understand religious people, objects, symbols, places, events, stories.
2. **Questioning**; developing curiosity about life, relationships and the natural world.
3. **Empathy**; developing the power of imagination to identify feelings such as wonder, forgiveness, sorrow, joy and to try to see the world through the eyes of others.
4. **Reflection**; the ability to consider thoughts, feelings, experiences, attitudes, beliefs of oneself and others.
5. **Relating**; linking significant features of religions, making associations between them, to understand what makes religions distinct and/or similar
6. **Expression**; the ability to identify and explain feelings and aspects of religions

TEACHING & LEARNING

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on eight key areas:

- **Beliefs and practises**
- **Sources of wisdom**



- **Symbols and actions**
- **Prayer, worship and reflection**
- **Identity and belonging**
- **Ultimate questions**
- **Human responsibility and values**
- **Justice and fairness**

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches. We will look to enrich our provision by including the following in addition to regular lessons:

1. Trips to religious places of worship or significant sites
2. Visits from local religious leaders, groups or parents who practise a specific religion and are happy to share their experiences with the children
3. Artefacts from different religions for children to explore and handle

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, role-play, drama, asking and answering questions, using a range of sources including ICT, works of art, artefacts, visits and visitors.

PLANNING AND SCHEME OF WORK

The Hertfordshire Agreed Syllabus cannot be used as a scheme of work in itself. As such, the RE curriculum team will be responsible for providing a scheme for all national curriculum year groups. This scheme will:

- Ensure that all statutory requirements are met.
- Ensure a deep level of understanding about principal religions, ensuring opportunities for children to build on previous learning, both within and across year groups.
- Ensure that children are able to practise age-appropriate skills when learning about religions, such as recalling and naming, describing and making connections, discussing and presenting thoughtfully and comparing and contrasting.
- Provide constant opportunities for comparison and contrasting between religions and between religions and personally held beliefs.
- Ensure children have requisite opportunities to achieve assessment descriptors for their age group as defined by the Hertfordshire Agreed Syllabus.
- Provide key questions for children to consider in each lesson and key vocabulary for them to learn.

ASSESSMENT, RECORDING AND REPORTING

The Hertfordshire Agreed Syllabus provides learning outcomes for EYFS, KS1, Lower KS2 and Upper KS2. Class teachers will use their professional judgement of work recorded in books and class discussions to decide whether children are working towards, within or in greater depth of age-related expectations. This data will be logged via our management system one per term.

In general, RE work will be recorded in RE books. However, there may also be opportunities for children to create artwork, roleplays or presentations, assemblies or informative posters to showcase their learning.

Children's progress in RE will be reported annually via school reports.