

# **Beech Hill Primary School**



## **R.E POLICY**

**Reviewed November 2025**

## **Rationale**

Religious Education is a vitally important element of our children's education. It locates children in our society and enables them to relate to the traditions and beliefs of others. As an academic subject, it develops the critical thinking and understanding that are necessary in a modern, multicultural society with respect to faith and belief. RE aims to give pupils opportunities to develop their knowledge and understanding of religion and beliefs, and to contribute to the development of their own beliefs and values. Everyone has their unique view of the world and RE is about exploring these views.

Religious Education at Beech Hill Primary School contributes to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions, and makes explicit their influence on individuals, communities and cultures. Beech Hill Primary seeks to provide a "balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and society."

## **Aims and Objectives**

Aims of Religious Education Within the framework of statutory requirements and those of the locally agreed syllabus, 2020-2025, our aims in RE are:

- to enable each pupil to explore our shared human experience and the questions of meaning and purpose which arise from our experiences
- to develop pupils' knowledge and understanding of religion through exploration of the beliefs and practices of the principal world faiths represented in Newcastle and Great Britain
- to affirm each pupil in her/his own family tradition, religious or nonfaith, and through that to promote awareness, respect and sensitivity for the traditions of other people.
- to provide opportunities for the cultivation of pupils' spiritual, moral, social and cultural development.
- to support pupils in reflecting and thinking about fundamental human beliefs and values so that they develop a personal framework by which they can live.

We work to the Newcastle LEA Agreed Syllabus for RE (Updated September

2020) and recognise the variety of religious and non-religious families from which our pupils come. We welcome and celebrate this diversity and work to ensure that all pupils feel and are included in our RE programme. We recognise the importance of pupils' all-round personal development and the leading role that RE plays in contributing to the spiritual, moral social and cultural elements in particular. We affirm the equality of importance of the twin aims of RE as expressed in the agreed syllabus and teach to these in a balanced way, ensuring that the 'affective' dimension of RE is addressed. To develop pupils' knowledge and understanding of Christianity and other religions and consider how the beliefs of others impact on their lives and the lives of others.

Religious Education is an important element in the broad and balanced curriculum we aim to provide at Beech Hill Primary School. Through our RE curriculum we provide opportunities to develop children's knowledge and understanding of world religions and reflect on the challenging questions that it provokes.

- To encourage children to ask and reflect on challenging questions.
- To provide opportunities for personal reflection where children can explore their own beliefs (not necessarily religious).
- To encourage children to appreciate and respect the different cultures in today's society.

## **R.E. IN THE EARLY YEARS FOUNDATION STAGE**

In the EYFS stage, children will encounter religions and worldviews through special people, books, times, places and objects, and by visiting places of worship. They will listen to and talk about stories. Children will be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They will ask questions and reflect on their own feelings and experiences. They will use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

Pupils are beginning to explore and learn about the world they live in by:

- developing an awareness of their own culture, community and beliefs.

- beginning to be aware of the beliefs and cultures both locally and further afield

## **R.E. FOR KEY STAGE 1**

Pupils will develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will use basic subject-specific vocabulary. They will raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Throughout key stage 1 pupils explore Christianity and at least two other principal religions, one of which must be Judaism. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Pupils will develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They will use basic subject-specific vocabulary. They will raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

**To comply with current statutory requirements and contemporary perceptions of best practice in RE, children will cover the following requirements in KS1:**

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

- Retell and suggest meanings to some religious and moral stories, explore and discuss sacred writings and sources of wisdom and recognise the traditions from which they come.
- Recognise some symbols and actions which express a community's way of life, appreciating some similarities between communities.
- Ask and respond to questions about what individuals and communities do and why, so that pupils can identify what difference belonging to a community might make.
- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- Notice and respond sensitively to some similarities between different religions and worldviews.
- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using speech, prose, music, art or poetry.
- Find out about and respond with ideas to examples of co-operation between people who are different.
- Find out about questions of right and wrong and begin to express their ideas and opinions in response.

## **R.E. FOR KEY STAGE 2**

Throughout key stage 2, pupils learn about Christianity and at least two other principal religions. One of which must be Hinduism in Years 3 and 4 and one of which must be Islam in Years 5 and 6. A religious community other than those studied above with a significant presence locally or in the North-East; a secular worldview such as Humanism. This will recognise the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life

central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

**To comply with current statutory requirements and contemporary perceptions of best practice in RE, children will cover the following requirements in KS2:**

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Observe and understand different religions and worldviews so that they can explain, with reasons, their meaning and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief and suggest why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.

- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between religions and worldviews.
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including music, art, poetry or reasoned argument.
- Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, shared values and respect for others.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair and express their own ideas clearly in response.

**The children should be given opportunities as part of their work in the classroom to:**

- develop language skills by communicating their own ideas using writing of various genre, studying sacred texts and stories and extracting information from reference books and the internet;
- work as part of a group, listening to and valuing each other's ideas;
- consider their own experiences, attitudes and values, and those of other people;
- develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available;
- identify and explore puzzling questions;
- develop their understanding in relation to matters of right and wrong;

- relate to moral and religious issues;
- visit a place of worship related to the current topic studied;
- Meet with visitors from all beliefs

## **The Role of the Religious Education Co-ordinator**

As Subject Co-ordinator the person will be responsible for the development, guidance, enthusiasm and promotion of RE throughout Beech Hill Primary School.

These responsibilities will include:

- To advise the Head Teacher and Governing Body on the future development of RE at Beech Hill Primary School.
- To plan, write and keep under review policy documents/guidelines which will incorporate the requirements of the National Curriculum.
- To be responsible for the implementation of the policy documents and to monitor (linked to the schools long term monitoring plan) the development of RE throughout the school, with particular regard to continuity, achievement and progression.
- To evaluate continuity, breadth, achievement and progression across the whole school by monitoring the teachers' long-term planning and pupils' work to ensure that appropriate learning outcomes and activities are planned.
- To observe and support in the classroom in the area of RE (as time allows).
- To be available to liase with / advise colleagues in the field of RE within the time available.
- Where appropriate, to plan and lead workshops to enable staff to tackle the teaching of RE with confidence.
- To control, evaluate and requisition equipment as required for the implementation of policy documents.

- To promote interests and understanding in RE with all members of the school.
- To keep up to date with current developments in the field of RE in primary education through reading, courses, visits, etc.
- To be aware of and promote appropriate use of the computer in the field of RE (where appropriate), including links with Information Technology.
- To encourage and foster equal opportunities for all children in the field of RE.
- To manage a budget allocated by the Head Teacher for this subject and to monitor the usage of resources in the Religious Education area.

## **Record Keeping and Assessment**

- There is a mixture of formative and summative assessment to ensure progress throughout the school.
- Exercise books are used to help children record and self-assess their work. They can also be used for photographic evidence and banks of vocabulary. The children should be given regular opportunities throughout the year to reflect on their learning and update their books.
- Assessment for learning strategies used in Literacy are also adapted and used in R.E. lessons, where appropriate, e.g. the evaluation of work against success criteria and the marking strategy of 'Think Pink'.
- All children should receive a written report on their progress in R.E. as part of their annual report to parents in the Summer Term.
- In reporting to parents statements about attainment, attitude and effort are made.

- Reports are written in readily accessible language and future learning targets set where appropriate.
- Parental comments are welcomed and valued.

## **Equal Opportunities**

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy. Our school practice should provide opportunities which reflect the cultural diversity of our school, community and locality. In Religious Education at Beech Hill, we seek to promote all religions and value the beliefs of all children, throughout the units of study.

## **Parental right of withdrawal**

We acknowledge the rights of parents to withdraw their child(ren) from RE. We aim to provide an open and inclusive curriculum which can be taught to all pupils, by all teachers. We do not, therefore, anticipate any requests for withdrawal. We do, however, have a procedure in place to deal with any questions or concerns from parents about RE which follows the Newcastle agreed syllabus for R.E.

Parents who wish to withdraw their child from this Religious Education programme may do so in consultation with the Head Teacher, where alternative arrangements will be made.

## **SEN**

At Beech Hill Primary School we recognise the need to cater for children with special educational needs. Work is differentiated to assist children's learning in terms of learning outcomes, tasks, teaching methods and resources. Tasks can be broken down into small steps, giving children achievable goals. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.

## **Gifted and Talented**

At Beech Hill Primary School we also recognise the needs of children who are 'gifted and talented'. Lesson plans include differentiated activities which allow the G&T children to achieve their potential. There will also be opportunities to promote and develop their learning through opportunities. Extension materials for more able children should be provided to give opportunities to work at a greater depth.

## **Racial Equality**

The content of the RE curriculum should reflect an ethnically and culturally diverse society. This should be in line with the LA policy on Racial Equality. A wide range of resources should be used to promote racial equality and cultural diversity and to challenge racial discrimination. Tasks should be set which challenge prejudices and stereotypes. All children should have genuine access to the RE curriculum and equal access to key learning resources.

## **Health and Safety**

Health and safety regulations in class-based lessons apply as for any other subject. Visitors to the school whom intend to participate in RE activities with the pupils will be supervised at all times and lessons planned for in advance. Risk assessments will be completed for visits outside of school premises.