RELIGIOUS EDUCATION POLICY

BUTTSBURY PRIMARY SCHOOL

AN ACADEMY SCHOOL

Approved by:	Headteacher
Last reviewed on:	Autumn 2026
Next review due by:	Autumn 2029

Aims and Objectives

High quality RE supports pupils' religious literacy. Being religiously literate means that pupils have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils are able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public disclosure, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

Curriculum Intent

The intentions for teaching RE at Buttsbury Primary School are contained in "Essex Agreed Syllabus 2022" and are summarised below:

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multi-disciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.

Curriculum Implementation

We encourage a healthy growth mindset by promoting social skills including good manners, resilience, perseverance, self-awareness, consideration and cooperation. The curriculum supports children to become fantastic role models and the very best versions of themselves.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning.

At Buttsbury Primary school, RE lessons will include:

Theology

Where beliefs come from

How beliefs change over time

How beliefs relate to each other

How beliefs shape the way believers see the world

Human/Social Sciences

The nature of knowledge, meaning and existence

How and whether things make sense

Issues of right and wrong, good and bad

Philosophy

The diverse nature of religion

Diverse ways in which people practice and express beliefs

The ways in which beliefs shape individual identity, and impact on communities and society and vice versa

Curriculum Impact

Throughout the teaching of RE, teachers follow a Mastery curriculum, whereby all pupils are given the opportunity to learn about religion, and from religion in depth. The impact is that all pupils have a secure understanding of the knowledge taught throughout the curriculum, can remember key facts relating to each

religion and can apply their learning to discuss and express their views on some fundamental questions of identity, meaning, purpose and morality.

Teaching and Learning Styles:

RE plays an important role in promoting the spiritual, moral, social and cultural development of our pupils. It provides opportunities for children to develop their knowledge and understanding of religions and worldviews, while encouraging curiosity, respect and thoughtful reflection. Through RE, pupils are supported to explore beliefs, values and practices and to consider how these may influence individuals, communities and wider society.

RE is taught weekly across the school. Lessons are carefully planned to ensure clear progression in pupils' knowledge, understanding and skills and to build upon prior learning.

RE is taught through a range of teaching and learning styles, including discussion, questioning, storytelling, drama and role-play, the exploration of religious texts and artefacts, creative activities, reflection and opportunities for independent and collaborative learning. Where appropriate, pupils are encouraged to make connections between their learning and their own experiences, while recognising and respecting the beliefs and perspectives of others.

Where appropriate, learning is enriched using visitors and visits to places of worship. Opportunities to engage with members of faith and belief communities help pupils understand how beliefs and practices are expressed in everyday life and enable them to ask meaningful questions. Links are also made with assemblies, celebrations and the wider curriculum where these enhance pupils' understanding.

Curriculum Planning

Our RE curriculum is planned and delivered using the Saffron Academy Trust Scheme for Religious Education, which provides a clear and progressive framework for teaching and learning across the school. RE is taught weekly, with planning ensuring appropriate coverage of religions and worldviews and clear progression in pupils' knowledge, understanding, skills and vocabulary.

Teachers use the scheme to build upon prior learning and provide opportunities for pupils to explore beliefs, practices and significant questions.

Early Years Foundation Stage (EYFS)

During the Early Years Foundation Stage, young children are given opportunities to develop their RE skills within the Early Learning Goals for Understanding the World. They learn about different religions through key questions and are encouraged to ask questions themselves.

Mastery in RE

- Effective mastery in RE encourages all pupils to think deeply about their own personal values and beliefs, as well as those of others.
- Higher order questioning during lessons ensures that pupils can reflect on spiritual and ethical issues.
- Greater time is spent exploring key ideas, themes and beliefs.
- Children are encouraged to ask their own deep-thinking questions and are given time to contribute to peer discussions and debates.
- Pupils are encouraged to compare and contrast customs and beliefs from one religion to another.
- The use of high-quality resources such as artefacts, texts and pictures are used to stimulate curiosity and deep-thinking ideas.
- As a result of this, pupils have a deep understanding of the actions, views and beliefs of others from a range of cultures who may have different viewpoints and beliefs to their own.

Inclusion:

It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with additional learning needs. Quality first teaching, adaptations, and scaffolding will enhance the learning of children with SEND. There will be equal access to materials.

Assessment in RE

RE is assessed in the same way as our other Foundation subjects. Based on RE objectives, the children are assessed as either working at greater depth/ exceeding national curriculum expectations, working at national expectations or working towards expectations. In EYFS, children's progress is measured against descriptions in the Early Learning Goals.

Withdrawal Of Children

Provision will be made for those children whose parents wish to withdraw them from RE. Such children will be given other activities and will be adequately supervised. This may involve the child staying in the classroom. Withdrawal from R.E is made in consultation with the headteacher.

Role of the RE Subject Leader

The RE subject leader will:

• Monitor policy and teaching and learning in RE.

• Provide assistance to all staff when requested, in order to implement the RE policy consistently throughout the school.

• Organise resources to support the school RE policy and teachings.

• Co-ordinate purchasing, organisation and distribution of resources

• Arrange in-service support

• Liaise with outside agencies, other schools and colleagues