Religious Education Policy

Hillborough Infant and Nursery School

Owned and Written by: RE Coordinator, K Wallace	**Date:** February 2026
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This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.	

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1. Rationale

RE is a foundation subject required by the National Curriculum and planned for by the Local Authority. This policy will outline the aims and objectives and management of how RE is taught and learned in our school and will inform new teachers of expectations. R.E. is considered an important subject by all involved in school in teaching and learning. It is necessary to provide children with an understanding and awareness of religious education in order for them to form opinions and to develop spiritually and morally.

2. Aims and Objectives

At Hillborough Infant and Nursery School, we have adopted the RE Agreed Syllabus for Bedford Borough,
Central Bedfordshire and Luton 2018-2023. This Agreed Syllabus is the legal basis for RE in Bedford Borough, Central Bedfordshire and Luton. The agreed syllabus sets a principal aim of RE which 'is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.'

'The aim of Religious Education in schools is to contribute educationally to the development of pupils as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of humanity.'

Our <u>intention</u> as a school is to:

- Contribute dynamically to children's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- Learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Equip pupils with systematic knowledge and understanding of a range of religions and beliefs, these being Christianity and the other principal religions represented in Great Britain: Islam, Hinduism, Sikhism, Judaism, Buddhism, enabling them to develop their ideas, values and identities.
- Develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

- Develop positive attitudes towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

3. Curriculum Organisation / Implementation

- Long, medium and short term plans are drawn up as detailed in the Curriculum Policy.
- The twelve core recommended study units for Key Stage 1 are covered in termly blocks, (as recommended in the RE Agreed Syllabus for Bedford Borough, Central Bedfordshire and Luton 2018-2023.)
- Time allocated to RE is 1 lesson each week and is usually taught as a separate subject on the timetable.
- Cross-curricular links are forged where appropriate opportunities arise.
- RE programmes will seek to develop knowledge and understanding alongside appropriate skills and attitudes e.g. empathy, sensitivity, tolerance, respect, questioning, evaluation and reflection.
- We employ a variety of stimulating teaching methods, including visits to different places of worship, visitors to the school, handling artefacts, celebrating festivals, watching and listening to audio-visual materials and drama.

4. Assessment / Impact

Children's learning across the curriculum is assessed in line with the school's Assessment Policy as well as following the suggested three-fold aim from the syllabus.

Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas they study, and consider how these ideas might challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Children's progress in Religious Education is assessed through teacher assessment. Children's achievement is reported to parents annually. (See Assessment Policy, which outlines these processes in detail.)

5. Management

The Religious Education Leader is responsible for managing the subject within the curriculum. They take responsibility for: Monitoring and Standards; Planning; Subject Knowledge; Curriculum Development; and Subject Development including resources and budget.

6. Links to other policies

- Assessment Policy
- Collective Worship Policy

7. Monitoring

The Headteacher will monitor the implementation of the policy and will report to Governors in accordance with agreed procedures. Long, medium and short term planning is monitored and feedback given to year leaders to discuss with their team. Subject Leaders and SLT monitor teaching and outcomes.

8. Review Period

This policy will be reviewed at least every two years