

# Religious Education Policy



Approved by: THE GOVERNING BODY

Last reviewed on: October 2025

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## **INTRODUCTION**

### **Purpose**

The purpose of this policy is share the importance of Religious Education, how it is taught and how it enriches the lives of the children in The Stonebridge School.

### **Aims**

The aims of religious education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life; □ Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- Have respect for other peoples' views and to celebrate the diversity in society.

### **INTENT**

Religious education children learn from religions as well as about

Religions so that they may be tolerant and respectful citizens of the world. The Stonebridge School enables children to investigate and reflect on some of the most fundamental questions asked by people. At The Stonebridge School we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life. We enable children to develop a sound knowledge of world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. The deliberate choice of using Discovery RE as the scheme for planning RE lessons was to ensure that key elements of philosophy for children were embedded within the curriculum so that our children learn from religions as well as about religions so that they may be tolerant and respectful citizens of the world

### **IMPLEMENTATION**

#### **Roles and responsibilities**

Governors:

- To ensure that implementation of the National Curriculum across the school
- To challenge Leaders at all levels about the quality of teaching and learning across the school
- To be an impartial critical observer within the subject
- To ensure that Leaders have the financial resources to enhance the quality of provision

Senior Leadership Team:

- Evaluate the quality of education across the school
- Know about teachers' pedagogical knowledge and support them
- To challenge and support middle leaders in their role
- To engage in monitoring activities

Middle Leader:

- Evaluate the long term and medium term plans
- Have a clear rationale for content choices and curriculum sequencing
- To raise the profile of the subject across the school
- To identify and support members of staff who need further development
- To monitor standards of teaching and learning

- To monitor and evaluate the implementation and impact including polished products at the end of units
- To manage resources effectively
- To report to SLT and Governors when necessary
- To forge positive and impactful relationships across the Federation and beyond

#### Teachers:

- To ensure the subject is taught effectively and the content is covered as outlined
- To plan effective and engaging lessons
- To follow policy and guidance outlined by middle leaders
- To ensure 'polished products' for end of unit learning
- To promote the use of technical vocabulary through working walls and flipcharts
- To develop own subject knowledge
- To challenge and develop pupil's design and technological abilities
- To ensure that all pupils' needs are met

#### Support Staff:

- To develop own subject knowledge where needed
- To support all pupils to access the curriculum
- To model the use of technical vocabulary
- To challenge and support pupils thinking and ideas

#### Pupils:

- To take an active part in every lesson
- To show curiosity and interest
- Ask questions and challenge thinking
- To be resilient

#### Parents/Carers:

- Attend school events
- Talk to their children about what they have been learning and share their own knowledge on the subject
- Engage in home learning activities

#### Aspects

##### Inclusion:

- At The Stonebridge School we believe that all learners are of equal value and that all pupils have the potential to achieve highly and learn effectively irrespective of ethnicity, gender, disadvantage, religion and belief, race or disability.
- This confidence in the learning capacity of all our pupils is reflected in curriculum design and delivery.

##### Pupils with Special Educational Needs & Disability (SEND):

- Pupils with Special Educational Needs and Disabilities(SEND) will have access to a broad and balanced curriculum through quality first teaching.
- Teachers will differentiate learning according to the children's needs to ensure access to the curriculum.

- Children identified as having SEND may in addition have additional provisions such as personalised learning, 1:1 support and a variety of resources to meet their needs.
- This policy should also be read in line with the school's SEND policy and School information report.

#### EAL learners

- Pupils identified as new to the English language will be given every opportunity to acquire English so that they can access learning fully.
- Pupils home languages will be used to aid learning where possible and relevant alongside appropriate resources selected by staff to enable pupils to engage in a rich curriculum.

#### Health and safety:

All artefacts shared with the pupils will be checked by the teachers and support staff to ensure that they are safe for the children to use. Staff will carry out a risk assessment to ensure that the educational visits procedures are followed when going to places of worship or having visitors in to speak with the children.

#### Safeguarding:

- Some themes may be distressing and therefore must be dealt with sensitively e.g. discrimination due to religious beliefs, issues surrounding family or challenging circumstances that the children may have faced. These will be dealt with sensitively by staff members and parents/carers informed. Any matters of safeguarding will be dealt with according to the safeguarding procedures of the school. Please see the Safeguarding Policy.
- All members of staff will follow the schools Safeguarding Policy.

#### Withdrawal from RE lessons/trips

Parents have the legal right to withdraw pupils from RE but this must be discussed with the class teacher, RE Coordinator and Head teacher. A class teacher cannot make the decision to allow a child/parent to withdraw from RE lessons. If the parent chooses to go ahead and withdraw their child from RE this must be given to the school in writing by the parent. Staff should refer to the Enfield New Agreed Syllabus for information about speaking to parents and withdrawing pupils from RE and the issues surrounding this, including the negative implications, must be highlighted to the parent (for example, missing lessons that may link to other subject areas, for example, Literacy lessons, which may have an impact on the pupil's progress and learning), as well as issues of discrimination. The withdrawal of a child from RE lessons should **be the last resort as RE is an important part of learning and understanding about the world and community.**

#### Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and by doing so they develop their knowledge and understanding of the cultural context of their own lives.

The Stonebridge School has been involved in charity projects that offer the children the opportunity to learn about and support others in need. E.g. Harvest Festivals (giving food to a Brent Food Bank), and giving to charities (Children in Need, Sports & Comic Relief amongst many others).

#### Planning:

Staff will use Discovery RE and Plan Bee slides when planning for RE. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. We carry out the curriculum planning in religious education in three phases long-term, medium-term (on each year groups Medium Term Plans) and short-term (weekly/daily planning). We often make links through other subjects to content related to religious education especially in English, History, Geography and PHSE.

## **EYFS - Understanding the World: People and Communities (RE)**

Children are taught about cultures and beliefs and will learn about celebrations from different religions. They will reflect on similarities and differences between them. Children will gain knowledge and understanding through the use of first hand experiences, non-fiction texts, stories, artefacts, photographs and videos.

Teaching:

- Teachers will teach one session of RE every week following the guidance from the Discovery RE scheme.
- Each lesson includes a clear learning objective taken from the Discovery RE schemes of work
- Teachers will source key artefacts to make RE learning real for children.
- Teachers will make links to other subjects such as Geography and History when discussing origins of various religions in the world.
- Teachers will differentiate their questioning and activities to ensure provision for all the pupils.
- whole class teaching is adopted and children work in mixed ability groups, independent or in pairs
- where necessary teachers children will record their learning and some examples will be stuck into the class PSHE floor book

Organisation:

- We are well resourced in our school, which enables us to teach all our RE units of work. We keep resources for RE in a central store where there is a box of equipment for each religion as well as a collection of books, videos/DVDs, photopacks and other teaching resources including dolls. There is a large collection of religious artefacts which we use to enrich teaching in RE. We also have a good supply of RE topic books in the tower.

## **IMPACT**

Assessment:

We assess children's work in RE by making informal judgements as we observe them during lessons and marking the work pupils have completed. Assessment is an integral part of teaching and learning and is a continuous process. Teachers make assessments of children daily through;

- regular marking of work
- analysing errors and picking up on misconceptions
- making observations

These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments.

Monitoring and evaluation:

The monitoring of RE teaching and pupil progress is the shared responsibility of teachers, subject leader and the senior leadership team. The work of the subject leader includes:

- supporting colleagues in the teaching of RE
- keeping up to date with current developments as well as providing a strategic lead and direction for the subject
- regular floor book looks and learning walks to ensure a consistent approach towards the teaching of PSHE

## **APPENDICES**

Appendix 1: RE Overview