



Religious Education Policy

Policy Reviewed **March 2025**

Signed on behalf of Governing Body

To be next Reviewed **February 2027**

Intent

At Brushwood our intention is to provide children with a RE curriculum that enables them to learn about religion and from religion. We follow the Buckinghamshire Agreed Syllabus, ensuring that it is adapted appropriately to meet the beliefs and experiences of the children represented in our school and the wider community of Chesham.

It is also our intention that, at Brushwood, the experiences of RE that children receive will prepare them for the opportunities, responsibilities and experiences of life in modern Britain and the wider world. These experiences will also enhance children's understanding and appreciation of Fundamental British Values.

Implementation

National and Local Requirements

In accordance with the Education Acts of 1944, 1988 and 1996 and explained in Circular 1/94, we provide religious education for all pupils registered at the school. Parents are informed that they have the right to withdraw their pupils from religious education. Parents who choose to withdraw their pupils from Religious Education lessons are required to state this in writing annually to the Headteacher.

The D of E circular 1/94 also states that 'As a whole and at each key stage, the relative content devoted to Christianity in the syllabus should predominate'. (Para 35). The Buckinghamshire Agreed Syllabus draws on the rich history of the major traditions in Britain, giving due prominence to Christianity to reflect the fact that religious traditions in Great Britain are in the main Christian. It does this whilst also considering the principle world faiths, local communities and non-religious beliefs that form the family background of many of the pupils in our school:

- Over the course of LKS2 pupils will explore: Christianity plus one different Abrahamic religion (Islam as recommended to reflect our pupils) and one Dharmic tradition in depth (suggested: Hinduism, as this reflects a proportion of our pupils) with reference to one other religious tradition (Buddhism, Sikhism, Judaism, Jainism) and non-religious perspectives.
- Over the course of UKS2 pupils will explore: Christianity plus one other Abrahamic religion and Dharmic tradition. These include a continuation of LKS2 (as recommended, and above) *in Autumn term*, with exploration into others across Spring and Summer. With reference to other religious traditions as appropriate and Humanism.

Scheme of Work

The Religious Education Scheme of Work at Brushwood has been planned to ensure that it follows the aims and principles of the *Buckinghamshire Agreed Syllabus for Religious Education 2022-2027, 'Challenging RE IV'*.

The main aims of this syllabus are to enable pupils to:

- learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures. This is developing their religious literacy, which is essential to understand the modern world.
- reflect more deeply on their own and others' sense of identity, meaning and purpose in life from their study of religion and belief. This develops their understanding of human values and mutual understanding.

Throughout the school RE is structured into units that use a key question to form medium term plans. Teachers then use their knowledge of their pupils understanding, experience and beliefs to produce individual lesson plans. We now also use Kapow Primary to supplement and enhance this planning offering more fine tuned resources to each topic and more in depth subject knowledge to guide the teacher through each lesson.

Year Group	Topic/Key Question
Year 3 Autumn	Places of Worship: Are religious buildings really needed?
Year 3 Spring	Festivals: What do our celebrations show about what we think is important in life?
Year 3 Summer	Symbolism: How do religions express their beliefs about God?
Year 4 Autumn	Natural World: Why does it matter how we treat the world?
Year 4 Spring	Sacred Texts: Spring A: What makes some texts sacred? Spring B: Does the language of scripture matter?
Year 4 Summer	Worship: Is there any point to worship?
Year 5 Autumn	Pilgrimage: Autumn A: Why are some places in the world significant to believers? Autumn B: Why is it better to be there in person?
Year 5 Spring	Founders/Prophets: Spring A: Why do people stand up for what they believe in? Spring B: Who should get to be in charge?
Year 5 Summer	Religion in the Community: What holds a community together?
Year 6 Autumn	Ethics and Morals: Where do our ideas of right and wrong come from?
Year 6 Spring	Diversity In Religions: Why does religion look different around the world?
Year 6 Summer	Rites of Passage: What makes life so important?

Teaching and Learning

Brushwood uses a variety of teaching and learning styles in RE lessons. Planning ensures that a coherent and progressive programme of lessons provides opportunities for enquiry, exploration, application, reflection and synthesis. Pupils will work individually, collaboratively and collectively within each unit.

Pupils are encouraged to ask questions to find out information about the similarities and differences within and between religions and non-religious beliefs. Over several units, pupils will experience a variety of teaching styles and activities including;

- Educational visits
- Special Assemblies
- Visitors and community stakeholders
- Photographs and displays
- Artefacts
- ICT equipment
- Film clips
- Books (fiction, non-fiction and poetry)
- Role-play and drama

Impact

RE and learning across the Curriculum.

Religious education contributes significantly to the spiritual, personal, social, moral and cultural development of pupils, as individuals and members of a modern-day British society. Wherever there is a natural and relevant opportunity, links are made between Religious Education and other curriculum subjects.

RE can be seen in many aspects of school life and across the curriculum. This includes the celebration of festivals, assemblies, displays and the importance given to mutual respect, tolerance and understanding throughout the school. Religious education also strongly supports the school's citizenship programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

RE and Inclusion

Inclusion, scaffolding and adaptive teaching for pupils with special educational needs and disabilities and pupils with English as an Additional Language are considered in planning and teaching as they are in all areas of the curriculum.

Teachers plan accordingly to ensure that all skills are covered at a level that is appropriate for individuals and groups of pupils. Scaffolding may be seen through support, outcome, task, resources, or other ways that enable all pupils to access the RE curriculum successfully.

Monitoring of progress for specific groups of pupils such as Pupil Premium, SEND and EAL takes place through the regular monitoring of planning and books. This is led by the RE Subject Leader.

Within the teaching of RE we are aware of, and sensitive to, the background and personal circumstances of our pupils. We make the most of opportunities to help the pupils develop their sensitivity to relevant and current issues on a local, national and global scale to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff to make RE relevant and interesting and ensure that it is free of stereotyping. One way of doing this is through our growing links with local religious communities and places of worship.

We aim to promote the ethos of community cohesion within our school community and to lay this as a positive foundation for future learning.

Assessment and Reporting

Each teaching unit is planned to incorporate activities at the beginning and the end of the term that enable teachers to assess understanding and achievement, and for pupils to reflect on their own progress.

In addition to this, each lessons end-point (EP) is created to assess pupils understanding. These EP's are generated with both the Key Question and the age-related expectation statements as seen in the Agreed Syllabus (appendix 5.3) in mind.

At Brushwood, we recognise that RE can be deeply personal and that there are aspects of RE that should not and cannot be assessed.

Monitoring and Review

It is the responsibility of the RE Subject Leader, the Headteacher and Governors to monitor the standards of pupils' work and the quality of teaching in RE. The RE Subject Leader is also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. An action plan detailing short, medium and long-term targets is written and reviewed termly.

