



Houghton Conquest Lower School

Religious Education Policy

INTENT

At Houghton Conquest Lower School the principle intent of RE 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 studying religion and worldviews, reflecting on their own ideas and ways of living.

IMPLEMENTATION

Houghton Conquest Lower School's RE curriculum is based on the LA Agreed Syllabus for Bedford Borough and Central Bedfordshire, 2024-2029, which encourages children to respect the religious, spiritual and moral values of others and to consider thoughtfully their own values and beliefs through provoking challenging questions. The curriculum is taught from preschool to Year 4 and is inclusive for all children. Lessons are planned carefully to ensure all children are able to access learning and adaptations are made for all children, including those with SEND. The teaching of Religious Education in our school equips our pupils with systematic knowledge and understanding of a range of religions and non-religious worldviews. Although based mainly on Christian beliefs, other world religions, including Islam, Judaism, Hinduism and Sikhism as well as non-religious worldviews are also studied so children develop a greater understanding of other cultures and global diversity.

Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions. At our school we aim to make our Values embedded into all subjects as well as our behaviour policy. Our Values would also have a strong influence upon our daily assemblies linking moral themes with spiritual ones when appropriate.

Legal requirements

The Education Act 1996 requires that all maintained schools provide a balanced and broadly based curriculum for all registered pupils and that it shall contain Religious Education. Parents have the right to withdraw their child/children from RE lessons provided they give written notification to the school. All maintained schools must meet the requirements set out in the section 78 of the Education Act 2002 and promote the spiritual, moral, social and cultural (SMSC) development of pupils. Meeting our requirements for collective

worship, establishing a strong ethos supported by effective relationships throughout the school, and providing activities beyond the classroom are ways in which we ensure pupils' SMSC development.

Curriculum and Time Allocation

The RE curriculum at Houghton Conquest Lower School, follows the Locally Agreed Syllabus. The total time for RE is between 5% and 10%, and it is taught in weekly dedicated lessons. In EYFS and KS1 this will amount to approximately 36 hours per year; in KS2 this rises to 45 hours per year.

OBJECTIVES

Our Schools principle aims for RE are:

Making sense of beliefs and ideas.

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

Understanding the impact of beliefs and ideas

- Examine and explain how and why people express their beliefs in different ways
- Recognise and account for ways in which people put their beliefs into action in different ways in their everyday lives, within their communities and in the wider world
- Appreciate and understand different ways of life and ways of expressing meaning within religious and non-religious ideas

Making connections.

- Evaluate and reflect on key concepts and questions, 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.
- Investigate 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.

IMPACT

The monitoring and evaluation of RE will include observations of teaching and learning, planning, book scrutiny and pupil voice.

Intended outcome

Pupils at Houghton Conquest Lower School will be given the opportunity to have access to learning experiences which promote:

- Enquiry skills.
- Understanding of the importance, for some people, of belonging to a religion or non-religion and recognising the difference that this makes to their lives.
- An ability to use specialist vocabulary (at an appropriate level) to communicate their knowledge and understanding.
- The enrichment of learning experiences through visits and visitors.

Monitoring and Evaluation

The RE subject leaders will monitor teaching and learning in RE in accordance with the school policy. The RE subject leaders will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning.

Teaching, Learning and Assessment

RE is taught using an enquiry based approach that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths and non-religious beliefs are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship. A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background. Assessment procedures will follow those of the Agreed Syllabus and be in accordance with other assessment and feedback procedures in the school.

Equal opportunities

Houghton Conquest Lower School is committed to working towards equality of opportunity for all children, regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible.

More information about Promoting Pupils' Spiritual, Moral, Social and Cultural Development

Spiritual development - through helping pupils consider and respond to questions of meaning and purpose of life, and questions about the nature and values in human society:

Moral development - through helping pupils consider and respond to areas of morality using their knowledge and understanding of religious and ethical teachings. This enables them to make reasoned and informed judgments on religious and moral issues.

Social development - through helping pupils develop their sense of identity and belonging, preparing them for life as citizens in a multicultural society;

Cultural development - through fostering pupils' awareness and understanding in a range of beliefs, practices and values in their own society and in the wider world. Pupils explore within and between faiths, developing their understanding of the cultural contexts within which they live.

Monitoring of School Policy and Practice

Monitoring of the Religious Education Policy will be carried out by the Governing Body on a rolling programme to enable all subjects to have a focus period especially when the new syllabus is launched (next due in January 2025).