



Religious Education (RE) Policy.

This policy is for Barleyhurst Park School and Barleyhurst Park Nursery.

Agreed by Governors: 01.02.2023

To be reviewed: Spring 2026

Introduction:

At Barleyhurst Park Primary, we believe that Religious Education (RE) is vital to children's well-being. RE promotes the social, moral, cultural and mental development of all pupils and prepares them for the opportunities, responsibilities and experiences of later life.

We aim to give the children a deeper understanding of a range of religions and beliefs. We enable our children to be highly reflective and ask significant questions to dive into the reasoning of their beliefs and practises. Crucially, we encourage a safe environment where children are free to share beliefs, values, practice and way of life.

Legal Requirement:

Our school's curriculum for religious education meets the requirements of 'The Education Act 1996' which requires RE is taught to all pupils in full time education in schools except for those withdrawn at the request of their parents. (Please refer to Religious Education in Schools: Non-Statutory Guidance 2010). Parents have the right to ask that a pupil is partly or wholly removed from religious worship at the school and the school must comply. The locally agreed syllabus also states that this is the case. It is the responsibility of the Subject Leader, Headteacher and Governing Board to ensure that sufficient time and resources are given to RE in schools to meet the statutory requirement.

Time for RE:

According to the Milton Keynes Locally Agreed Syllabus, there is the expectation that the following hours be dedicated to RE:

Key Stage 1: 36 hours per year.

Key Stage 2: 45 hours per year.

Teaching and Learning:

In Religious Education, our teaching and learning style is based on the key principle that good teaching in RE permits pupils to both learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. The pupils are encouraged to be respectful of people and their beliefs, as well as, to consider the diverse range of views and beliefs in the multicultural world around them.

In RE, the learning opportunities enable pupils to build on their own experiences, broadening their knowledge and understanding of a range of religious traditions. We use their own experiences to develop their religious thinking. Additionally, we plan and organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the pupils.

Curriculum Planning:

We use the Milton Keynes (LEA) Agreed Syllabus to plan our religious education curriculum and follow the three main strands of 'Believing', 'Behaving' and 'Belonging'. To supplement this, we use Discovery RE. In Key Stage 1 the teaching and learning is focused around Christianity and Judaism. At Key stage 2, as well as Christianity and Judaism, children learn about Islam and Hinduism alongside other religions and also have an understanding of non-religious approaches to life.

There is a focus on using key questions to help investigate the main strands and subjects within them which helps to encourage critical and explorative thinking.

Planning is carried out in phases:- long-term planning, medium-term planning and short-term planning.

The long-term plan maps out the units to be covered in each year group. The medium-term plan gives details of the unit of work to be covered for each term. The short-term plans cover each session including the learning intentions for that lesson.

The planning is discussed and monitored by the RE Subject Leader.



The Contribution of Religious Education in other Curriculum Areas:

English:

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening.

PSHE:

Through the teaching of RE, pupils are taught the values and moral beliefs that underpin individual choices of behaviour. Teachers also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In promoting tolerance and understanding of other people, we enable pupils to appreciate what it means to be positive members of our modern society.

Spiritual, Moral, Social and Cultural Development:

Through teaching religious education in our school, we provide opportunities for spiritual development. Pupils 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 build a sense of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Teaching pupils with SEN or EAL:

We teach Religious Education to all pupils. RE forms part of the school curriculum policy to provide a broad and balanced education for all pupils. We provide learning opportunities that are matched to the needs of pupils, including supporting children with difficulties and challenging those who need it.

Resources:

Resources are stored in a central store, with the exception of those used by the Foundation Stage, which are kept in the FS area. The RE Subject Leader is responsible for the resources, and regular audits are carried out to ensure the quality and maintenance of the artefacts enabling teachers to enrich the teaching of Religious Education.

Monitoring and Review:

Monitoring the standards of the pupils' work and the quality of teaching and learning in religious education is the responsibility of the RE Subject Leader and the SLT (Senior Leadership Team). The RE Subject Leader is also responsible for supporting colleagues in the teaching of Religious Education, keeping up with current guidance and developments, as well as, providing a strategic lead for the subject within the school. Monitoring will be undertaken each term in a range of ways including work scrutinies, planning scrutinies, pupil questionnaires, pupil interviews, learning walks and lesson observations. a