



Religious Education Policy

Lydbury North CE Primary School and Onny CE Primary School

Policy Lead: Executive Headteacher / RE Subject Leader

Approved by: Governing Body

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1. Introduction

At Lydbury North CE Primary School and Onny CE Primary School, Religious Education (RE) is an important and valued part of our curriculum and our distinctive Christian character.

As Church of England schools, we aim to provide high-quality RE that enables pupils to develop a secure understanding of Christianity alongside a range of religious and non-religious worldviews.

RE provides opportunities for pupils to ask and explore significant questions about belief, meaning, purpose and truth. It encourages pupils to reflect upon their own ideas and experiences while developing respect and understanding for the beliefs and values of others.

Our approach to RE reflects our commitment to enabling every child to develop academically, spiritually, morally, socially and culturally.

2. Aims of Religious Education

Through high-quality RE, we aim for pupils to:

- develop secure and progressively deeper knowledge and understanding of Christianity;
- develop knowledge and understanding of a range of religious and non-religious worldviews;
- understand the diversity that exists both between and within religious traditions;

- develop their understanding of the beliefs, practices and lived experiences of people of faith and those with non-religious worldviews;
- ask increasingly challenging questions about religion, belief, meaning, purpose and truth;
- use appropriate religious and theological vocabulary;
- make connections between beliefs, texts, practices and ways of living;
- consider different viewpoints and express their own ideas thoughtfully;
- develop curiosity, respect and understanding towards people whose beliefs and experiences may differ from their own;
- reflect upon how their learning relates to themselves, others and the wider world.

3. Statutory Requirements

Religious Education is part of the basic curriculum and is an entitlement for pupils.

RE at Lydbury North and Onny is taught in accordance with the **Herefordshire Agreed Syllabus for Religious Education 2025**, alongside the requirements and expectations for Church of England schools.

Our provision is also informed by the current **Church of England Statement of Entitlement for Religious Education** and relevant national guidance.

RE is distinct from Collective Worship. Although both contribute significantly to the Christian character and spiritual development of our schools, curriculum RE provides structured academic study of religions and worldviews.

4. Curriculum Organisation

Our RE curriculum is carefully sequenced to ensure that pupils build upon their previous knowledge and develop increasingly sophisticated understanding as they progress through school.

Planning is based upon the **Herefordshire Agreed Syllabus** and is supported by high-quality resources from **RE Today** and **Understanding Christianity**.

The curriculum incorporates both:

Systematic study – enabling pupils to develop a coherent understanding of individual religions and worldviews.

Thematic study – enabling pupils to make connections and comparisons across different religious and non-religious worldviews.

Particular importance is given to the study of Christianity because of our status as Church of England schools.

5. Understanding Christianity

Understanding Christianity is used to support the teaching of Christianity across the schools.

Pupils encounter and revisit key theological concepts as they progress through school, helping them to understand Christianity as a coherent and interconnected worldview.

Teaching enables pupils to explore the **Big Story of the Bible** and make connections between biblical texts, Christian beliefs and the ways in which Christians may live out their faith.

Teachers use Understanding Christianity resources alongside the Herefordshire Agreed Syllabus and RE Today materials rather than as isolated activities.

6. Teaching and Learning

We expect RE lessons to be purposeful, engaging and intellectually challenging.

High-quality RE lessons:

- engage pupils through meaningful and age-appropriate enquiry;
- focus learning around clear questions, including appropriate **Big Questions**;
- build explicitly upon previous learning;
- develop pupils' religious and theological vocabulary;
- provide opportunities for pupils to discuss, question and debate;
- expose pupils to authentic examples of religious and non-religious worldviews;
- allow pupils to explore similarities and differences within and between beliefs;
- challenge misconceptions and stereotypes;
- provide opportunities for pupils to explain and justify their thinking;
- promote respect and understanding of diversity;
- encourage pupils to make meaningful connections between their learning.

Where appropriate, pupils encounter religious artefacts, sacred texts, photographs, artwork, music, visitors and virtual or physical visits to places of worship.

Teachers should provide sufficient opportunities for pupils to engage in meaningful discussion rather than RE becoming predominantly worksheet or recording based.

7. Flashback and Challenge

Retrieval practice is embedded within RE teaching.

Lessons begin, where appropriate, with a **Flashback Question** which enables pupils to retrieve important previous learning.

A **Challenge Question** provides opportunities for pupils to think more deeply, make connections and apply their knowledge.

This supports pupils in remembering more over time and enables teachers to identify misconceptions or gaps in knowledge.

8. Religious and Non-Religious Worldviews

Pupils learn about Christianity alongside other principal religious traditions represented in Britain and appropriate non-religious worldviews.

Teaching recognises diversity within religions and avoids presenting religions as though all followers believe or practise in exactly the same way.

Pupils are encouraged to use language such as:

- "Some Christians believe..."
- "Many Muslims..."
- "This Hindu believes..."
- "Different Jewish communities may..."

where this more accurately reflects the diversity of lived religion and belief.

Humanism and other non-religious perspectives are included where identified within the agreed syllabus.

9. Assessment

Assessment in RE is used to identify what pupils know, understand and can do and to inform subsequent teaching.

Assessment is ongoing and includes:

- questioning and discussion;
- pupil responses during lessons;
- retrieval activities;
- pupils' written and creative work;
- use of appropriate religious vocabulary;

- pupils' ability to make connections and explain their reasoning.

At the end of each unit, pupils complete an appropriate assessment activity linked to the intended learning and outcomes of the unit.

Teachers use this evidence to make judgements about pupils' progress and identify areas requiring further teaching or retrieval.

Assessment in RE assesses pupils' knowledge and understanding of religion and worldviews. **It does not assess a pupil's personal faith, spirituality or religious commitment.**

10. Early Years Foundation Stage

Children in EYFS are provided with meaningful opportunities to encounter religious and non-religious worldviews through developmentally appropriate experiences.

This may include stories, celebrations, artefacts, visitors, places, discussion and opportunities for reflection and questioning.

RE experiences contribute particularly to children's understanding of the world and their personal, social and emotional development and prepare them for the RE curriculum in Key Stage 1.

11. Inclusion and SEND

RE is an entitlement for all pupils.

Teaching is adapted appropriately so that pupils with SEND and other additional needs can access and participate meaningfully in RE.

Teachers may use:

- carefully selected vocabulary;
- visual representations;
- artefacts;
- concrete experiences;
- adapted texts;
- structured talk;
- scaffolding;
- alternative methods of recording.

Adaptation should maintain appropriate ambition and enable all pupils to engage with the important knowledge and concepts within the curriculum.

12. Spiritual Development

RE makes an important contribution to pupils' spiritual development by creating opportunities to explore questions of meaning, belief, identity, values and purpose.

Pupils are encouraged to reflect thoughtfully upon what they learn and to consider their own responses while respecting the right of others to hold different views.

RE is taught in an open and enquiring manner. Pupils are never expected to adopt a particular religious belief.

13. Visitors and Visits

Visitors and visits can significantly enhance pupils' understanding of lived religion and worldviews.

Where appropriate, pupils may:

- visit churches and other places of worship;
- meet representatives of religious and non-religious communities;
- participate in virtual visits;
- explore religious artefacts and sacred texts.

Visitors should support curriculum learning rather than seek to promote or convert pupils to a particular belief.

14. Right of Withdrawal

Parents and carers have a legal right to withdraw their child from all or part of Religious Education.

Parents considering withdrawal are encouraged to discuss their concerns with the Headteacher so that the purpose, content and approach of RE can be explained.

The school respects the legal right of withdrawal and will follow current statutory guidance when responding to such requests.

15. Role of the RE Subject Leader

The RE Subject Leader will:

- provide leadership and direction for RE across both schools;
- maintain and review the RE long-term curriculum plan;
- ensure that planning reflects the Herefordshire Agreed Syllabus and Church of England expectations;
- support teachers with subject knowledge, planning and resources;

- provide or facilitate appropriate professional development;
- monitor curriculum coverage and progression;
- review pupils' work and assessment information;
- undertake pupil voice;
- monitor the quality of teaching and learning;
- identify priorities for improvement through the RE action plan;
- maintain appropriate RE resources;
- support staff in the effective use of RE Today and Understanding Christianity;
- report appropriately to senior leaders and governors.

16. Monitoring and Evaluation

The quality and impact of RE will be monitored through a range of activities which may include:

- lesson visits and learning walks;
- book and floor-book scrutiny;
- planning scrutiny;
- pupil voice;
- discussion with teaching staff;
- assessment information;
- curriculum coverage checks;
- review of the learning environment and resources.

Monitoring will focus not simply on whether activities have been completed but on **what pupils know, understand and remember** as a result of the RE curriculum.

Findings will inform the schools' RE action plan, staff professional development and future curriculum development.

17. Staff Development

All teaching staff are expected to develop appropriate subject knowledge and confidence in teaching RE.

Professional development will include opportunities to strengthen understanding of:

- the Herefordshire Agreed Syllabus;

- the Church of England Statement of Entitlement;
- Understanding Christianity;
- the Big Story of the Bible;
- RE Today resources;
- effective enquiry and discussion in RE;
- assessment and progression.

Relevant diocesan training and support will be accessed where appropriate.

18. Resources

Teachers have access to a range of high-quality RE resources, including:

- the Herefordshire Agreed Syllabus;
- RE Today resources;
- Understanding Christianity;
- age-appropriate religious texts;
- artefacts;
- online and multimedia resources;
- resources representing lived religious and non-religious worldviews.

Resources are selected carefully to ensure that they are accurate, respectful and avoid stereotypes.

19. Partnership with the Church and Wider Community

As Church of England schools, we value our relationships with our local churches, clergy, Diocese and wider communities.

These partnerships enrich pupils' experiences while maintaining the distinction between **curriculum RE** and **Collective Worship**.

We also seek opportunities for pupils to encounter people from a range of religious and non-religious worldviews so that their learning reflects the diverse society in which they live.

20. Policy Review

This policy will be reviewed regularly by the RE Subject Leader, Headteacher and Governing Body to ensure that it continues to reflect statutory requirements, the

Herefordshire Agreed Syllabus, Church of England expectations and the needs of pupils
at Lydbury North CE Primary School and Onny CE Primary School.