



## **HARLINGTON LOWER SCHOOL AND SUNDON LOWER SCHOOL** **RELIGIOUS EDUCATION POLICY**

**Approved by Board of Governors: February 2025**  
**Next review: February 2027**

The Education Reform Act of 1988 requires that schools should provide Religious Education for all registered pupils. As Religious Education is not nationally determined, Bedford Borough and Central Bedfordshire provides an agreed syllabus for Harlington Lower School and Sundon Lower School to follow. It is this, RE Agreed Syllabus 2024-2029, which we use as the basis of our planning and delivery of Religious Education.

### **PHILOSOPHY**

We believe that all pupils, irrespective of gender, race and culture should be treated equally and have full access to all areas of learning about different religions and world views. We aim to contribute educationally to the development of pupils as individuals and members of society, by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitude, beliefs and religious practices of humanity. We aim to promote the SMSC (Spiritual, Moral, Social and Cultural) development of all children. RE is concerned with “learning about religion and world views” and “learning from religion and worldviews”. The faith backgrounds of staff and children are respected at all times.

### **AIMS AND OBJECTIVES**

Religious Education encourages informed study of religious issues and reflection upon experience and should: -

- Support pupils in their personal search for meaning, beginning with the children’s own experiences and emphasising how special and unique they are
- Encourage pupils to question, to reflect, to wonder and to face the mystery of life
- Provide opportunities for all pupils to study Christianity and to appreciate its influence in the world, on our society and on our local community and school
- Enable all pupils to learn about world faiths and worldviews
- Provide opportunities for pupils to explore and understand ways in which meaning is expressed e.g. symbol, image, story, gesture, ritual
- Work alongside other areas of the curriculum (e.g. drama, dance, music, art, literature) fostering spiritual insights.
- Develop a positive attitude towards living in a society of diverse religions and respecting the right to hold different beliefs
- At Key Stage Two-45 hours per year for example 1 hour per week (excluding collective worship)

**TEACHING AND LEARNING.** The agreed syllabus considers that pupils across Bedford Borough and Central Bedfordshire come from a range of different religious and non-religious backgrounds. It enables pupils to:

- Make sense of a range of religious and non-religious beliefs
- Understand the impact and significance of religious and non-religious beliefs

Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.

### **TIME**

Effective RE teaching requires a reasonable time allocation for the subject through a range of opportunities and experiences outlined throughout the syllabus

- In Early Years Foundation Stages (EYFS), teachers should be able to indicate the opportunities they are providing to integrate RE into children's learning, connected to the Early Learning Goals (ELGs) which RE meets
- At Key Stage One-36 hours per year for example 50 minutes per week(excluding collective worship)

### **EXPECTED OUTCOMES**

At the end of KS1, pupils will be able to;

- Identify the core beliefs and concepts studied and give a simple description of what they mean
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions
- Think, talk and ask questions about whether the ideas they have been studying have something to say to them
- Give examples of how stories show what people believe (e.g. the meaning behind a festival)
- Give examples of ways in which believers put their beliefs into action
- Give a good reason for the views they have and the connections they make
- Give clear, simple accounts of what stories and other texts mean to believers

At the end of Lower KS2, pupils will be able to;

- Identify and describe the core beliefs and concepts studied
- Make simple links between stories, teachings and concepts studied and how people live, individually and in communities
- Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live
- Make clear links between texts/sources of authority and the key concepts studied
- Describe how people show their beliefs in how they worship and in the way they live
- Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly
- Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers
- Identify some differences in how people put their beliefs into action
- Give good reasons for the views they have and the connections they make

### **RESOURCES**

- A range of resources are available to support the teaching of RE, including; books, posters, websites and artefacts
- Queens Park Faith Tour (Year 3)
- Open the Book Committee (HLS and SLS) and offer of support in class from the local church
- Parents are welcomed to share aspects of their faith, where units allow

### **ASSESSMENT, RECORDING AND REPORTING**

Teaching staff will assess each child's progress through observation during lessons, discussions and written tasks. Teaching staff will identify on their subject termly evaluations any children who are working towards ARE and any children who are exceeding ARE in RE. The RE lead will monitor and identify where needs may arise, from this data.



We support children in becoming well rounded individuals where they naturally demonstrate the values of the school in all aspects of their lives.