



RELIGIOUS EDUCATION POLICY

Updated: July 2025

Reviewed:

Principal Aim:

The principal aim of Religious Education at Newham Bridge Primary School is to engage children in systematic enquiry into significant human questions with religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Linking with our SMSC curriculum and British Values, we aim to develop tolerant and respectful learners through developing an understanding of a range of religious and non-religious beliefs. We will allow children to gain the knowledge and skills to articulate beliefs, find out about and investigate key concepts through 'Big Questions.'

Our Child Friendly Principal Aim:

Through Religious Education, we explore big questions about life. We find out what people believe and what difference it makes to how they live. This helps us to make sense of religion and gives us time to reflect on our own ideas and ways of living.

The principal aim is underpinned by the following:

1. Knowing about and understanding a range of religious and non-religious and world views.
2. Expressing ideas and insights about the nature, significance and impact of religions and non-religious world views.
3. Gaining and deploying the skills needed to engage seriously with religious and non-religious world views.

Statutory Responsibility

Schools have a statutory responsibility to deliver religious education to all pupils, except those withdrawn by parents. Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in the new agreed syllabus, ensuring that the curriculum is coherent and shows progression, particularly across transitions between key stages. In order to deliver the aims and expected standards of the syllabus effectively, the expectation is that there is a minimum allocation of 5 per cent of curriculum time for RE. This is set out in the table below, and based on the most recent national guidance.

4–5 year olds	36 hours of RE per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision)
5–7 year olds	36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
7–11 year olds	45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

Withdrawal from Religious Education lessons:

At Newham Bridge Primary School, we respect the religious backgrounds of all our children. In Religious Education lessons we teach about religious and non-religious worldviews. Parents/carers have the right to withdraw their children from all or part of the Religious Education.

Parents are to be made aware of the learning objectives and what is taught in the RE curriculum and are they are given the opportunity to discuss this.

Those parents/carers wishing to exercise the right to withdraw, are invited into school to see the head teacher who will explore any concerns and discuss any impact that withdrawal may have on the child.

The school will ensure that parents/carers who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all children and respects their own personal beliefs. If a child is withdrawn from RE lessons, the school has a duty of care to look after them, but not to provide alternative education.

This time should not be used for other curriculum subject areas.

Teaching and Learning in Religious Education:

RE teaching and learning in Newham Bridge Primary School should enable children to:

1. Know about and understand a range of religions and worldviews.
2. Express ideas and insights about the nature, significance, and impact of religious views.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews.

We use guidance from our local SACRE (Standing Advisory Councils on Religious Education) and the National Curriculum Framework for Religious Education, to inform our curriculum.

We aim to develop the children's knowledge and understanding of the major religions represented in Great Britain and to develop an understanding of beliefs, values and traditions on individuals, families, communities, societies and cultures.

We aim for children to develop tolerance and respect for other people's right to hold different beliefs and to develop a positive attitude towards living in a society of diverse religions.

We place value on the Spiritual, Moral, Social and Cultural development of our children and the British Values.

Types of knowledge when teaching Religious Education

The discourse around RE changes and develops as research and policy change. Part of the new language in RE is around the kinds of knowledge that pupils encounter. These are sometimes broken down into the following headings:

- Substantive knowledge: this is the subject content being studied, in terms of the core concepts, truth claims, teachings and practices of traditions (mainly religious, but it applies to non-religious worldviews too), and the behaviour and responses of people within traditions.
- Disciplinary knowledge: ways of knowing: this includes the methods used to establish the substantive knowledge. Sometimes this is called 'disciplinary knowledge', to illustrate the use

of academic disciplines to examine content, for example, theology, philosophy or sociology. 'Ways of knowing' also includes being explicit about the implications of using different ways to explore knowledge, such as through looking at statistics, or using historical sources, or reading sacred texts, or listening to voices from within traditions. Each way of knowing offers different kinds of knowledge, and leads to different ways of evaluating the knowledge gained.

- Personal knowledge: this includes the personal perspective or worldview of the pupil. It involves recognising that all of us see the world from our own perspective, and building up opportunities for pupils to become more self-aware about their own assumptions. Some people talk about us all having 'lenses' through which we see and experience the world – personal knowledge includes reflecting on the substantive content and the pupils' own 'lenses'.

(Taken from the Middlesbrough Agreed Syllabus for RE, 2025-2031)

Our Curriculum:

The curriculum for RE aims to ensure that all children:

1. Know about and understand a range of religious and non-religious worldviews, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
 - identify, investigate and respond to questions posed, and responses offered, by some of the sources of wisdom found in religious and non-religious worldviews
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:
 - explain, using reasoned arguments, their ideas about how beliefs, practices and forms of expression influence individuals and communities
 - express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion.
3. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:
 - investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
 - Clearly articulate beliefs, values and commitments to explain why they may be important in their own and other people's lives.

(Taken from the Middlesbrough Agreed Syllabus for RE, 2025-2031)

Oracy:

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In Religious Education, oracy is a powerful tool for learning. By teaching our children to become more effective speakers and listeners we aim to empower them to have a better understanding of themselves, each other and discuss and justify their beliefs.

Equality of opportunity:

All children are different, and they bring to school a wealth of different experiences, interests and strengths that will affect the way that they learn. We aim to include all children in the teaching of RE by using different teaching approaches, setting realistic and achievable targets for their learning, and using effective assessment approaches.

SEND:

Teachers at Newham Bridge Primary School use their knowledge of children to support learning in RE based on individuals' needs. A range of teaching and learning strategies give children with SEND the opportunity to access the knowledge they need and to develop an understanding through planned progression in learning. (Teacher SEND Handbook, January 2024)

Assessment:

Assessment in RE aims to show what the children know, apply and understand within the programmes of study. Within each key question, learning outcomes are presented that relate to the end of year group outcomes. Children need time to consolidate and embed their learning through a range of teaching and learning activities allowing them to develop and practise their skills. Formative assessment in RE is the continuous process of assessment and takes place to identify what the children know, identify any misconceptions and to help inform next steps in learning.

Policy written in July 2025

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