



Benhall St Mary's C of E Primary School

Be the best you can be.

Let your light shine before others; that they may see your good works and glorify your Father who is in heaven' - Matthew 5:16

Religious Education Policy

2025-2027

Purpose of the Policy

At Benhall, we believe that RE provides children with the opportunity to learn about, as well as from, religion. It enables them to appreciate the principle religions in England and to gain an understanding of the beliefs, cultures and influences that shape people's lives and behaviour. We believe this is the best way to prevent racism and combat prejudice. RE lessons provide opportunities for self-reflection and for children to think about their own identity within a rigorous curriculum. Both substantive and personal knowledge are key as children learn about concepts which are religion specific as well as those which are fundamental to many religions. The clear progression of our planning ensures a depth and breadth of curriculum which includes accurate representations of faith, people and artefacts. It also enables us to focus on the disciplinary aspect of RE so that children can understand how to learn about religion effectively. We follow the Locally Agreed Syllabus for Suffolk and our policy is informed by the Church of England's 'Statement of Entitlement for Religious Education' (2019): Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10).

Legal Requirements

† RE at Benhall is taught according to the Suffolk locally agreed syllabus.

† RE teaching is provided for all children, although parents have the right to withdraw their child if they wish.

Intent

At Benhall St Mary's Primary School, we believe that RE provides children with the opportunity to learn about, as well as from, religion. It enables them to appreciate the principle religions in England and to gain an understanding of the beliefs, cultures and influences that shape people's lives and behaviour. We believe this is the best way to prevent racism and combat prejudice. RE lessons provide opportunities for self-reflection and for children to think about their own identity within a rigorous curriculum. Both substantive and personal knowledge are key as children learn about concepts which are religion specific as well as those which are fundamental to many religions. The clear progression of our planning ensures a depth and breadth of curriculum which includes accurate representations of faith, people and artefacts. It also enables us to focus on the disciplinary aspect of RE so that children can understand how to learn about religion effectively.

Key concepts: Beliefs, teaching and sources; Practices and ways of life; Forms of expression; Identity and belonging; Meaning, purpose and truth; Values and commitments.

Implementation

Making RE come alive. We follow the Suffolk RE scheme (The Emmanuel Project). Trips, visitors and the use of artefacts, drama, video and art, combine to make RE a subject that is vibrant, engaging and thought provoking. Wherever relevant, its links to history, geography, SMSC, PSHE and art are developed to enable children to fully understand its impact upon the world. Children's work, thoughts and ideas are recorded in a class scrapbook, which logs the 'journey' through the unit of work.

Benhall Blueprint

- A knowledge-rich curriculum following the Suffolk Agreed Syllabus and delivered through the Emmanuel Project.
- Active learning strategies including drama, discussion, debates, and role play to explore key beliefs.
- Use of artefacts, visual resources and faith visitors to provide authentic learning experiences.
- Emphasis on both learning about and learning from religion.
- Strong links with local churches and community celebrations.
- Class scrapbooks to showcase children's reflective and creative responses.

Aims of the Curriculum

We follow the Emanuel Project scheme of work which reflects the Suffolk Agreed Syllabus for Religious Education 2023. Our key aims are to ensure children develop a well-rounded and balanced understanding of different cultures, faiths, belief systems and religions around the world. We believe that key concepts within the teaching of RE are: Beliefs, teaching and sources; Practices and ways of life; Forms of expression; Identity and belonging; Meaning, purpose and truth; Values and commitments.

We also endeavour to provide children with opportunities to reflect on their own beliefs as well as build upon their understanding of the importance of faith to others. Other aims include:

- † Ensuring children enjoy learning about different religions so that lessons are engaging and promote curiosity.
- † Encouraging children to develop their awareness of others' beliefs and promoting positive attitudes towards others.
- † Allowing opportunities to reflect so that children can develop their own opinions and beliefs, as well as self-respect and self-awareness.

† Helping children to understand the importance of religion to others and how this impacts individuals and communities around the world.

† Encouraging children to develop their social and moral understanding so that they can value the beliefs of others, however different from their own.

Equal Opportunities

Every child is entitled to the teaching of RE, regardless of their age, gender, culture, background or special educational needs. RE develops children's understanding of multi-cultural differences that are extremely relevant and important today.

RE in the Community

Visits to a variety of religious buildings help to develop children's understanding of the importance of religion within everyday life. For special occasions, such as Harvest Festival, Christingle and Easter, services are held at Benhall or Sternfield Church in line with the Church year and to promote local links between Church and school.

Teaching and Learning

RE is taught across the year groups to ensure continuity and progression throughout the school. Different religions and belief systems are taught half-termly, with planning differentiated across the year groups.

The teaching of RE in EYFS and KS1 forms the basis of understanding for many children about religious beliefs. Children are given opportunities to think about special events, places and people and why they are important. This then progresses onto developing understanding of our local community and why it is important to show care and consideration for others. Children are then encouraged to think about wider communities, their beliefs and celebrations and how these compare to their own lives.

In KS2, children continue to develop their understanding of a range of religions and beliefs, including drawing comparisons to find similarities and differences. They are also encouraged to form and develop their own opinions, beliefs and ideas which can be openly discussed to demonstrate their understanding and reflections. The Emanuel project provides many different opportunities for drama, discussion, reflection, art and writing so that all children may develop their understanding.

Planning for RE

Medium-term plans are created according to the Suffolk Agreed Syllabus, ensuring that there is the appropriate coverage of different religions and beliefs across the school. These are reviewed yearly to reflect any class restructuring. In order for children to develop their understanding of the individual religions, they learn about important celebrations, rituals, places of worship, symbols, holy objects and the importance of religion in everyday life. They are then encouraged to reflect on their own beliefs, draw upon their own experiences and develop deeper thinking skills through discussion to promote learning from religion. Important skills of application, interpretation and evaluation are also developed using open-ended and philosophical questions.

Impact

Assessment RE is assessed against statements which show each pupil's outcomes as Working Towards, At Expected or Greater Depth. Teachers use a variety of approaches to make these end of unit assessments including both summative and formative assessment. These may include written work, art, drama and discussions.

Assessment in RE

RE is assessed half termly against statements which show each pupil's outcomes as Working Towards, At Expected or Greater Depth. These statements reflect the core teaching and learning within each unit of work. Teachers use a variety of approaches to make these end of unit assessments including both summative and formative assessment. These may include written work, solo taxonomy tasks, art, drama and discussions as per the Emanuel Project. Teachers are careful to ensure that only RE and not English is being assessed.