



# **Religious Education (RE) Policy**

**Written: Summer Term 2024**

Review by: HT/LTS committee

**Next date of review: Summer Term 2027**

**Review every 3 years**

# HAZELWOOD SCHOOLS RELIGIOUS EDUCATION POLICY

## Introduction

Hazelwood Schools is a diverse community where staff and pupils are linked by many parts of the world and faith groups, or who have no recognised faith group. We provide a happy, safe and stimulating environment where all are valued as individuals. As a school, we aim to celebrate this diversity and strive to help our children develop mutual respect, appreciation and understanding for those with different faiths and beliefs as well as those with no faith.

At Hazelwood, we believe Religious Education (RE) forms the foundation for children to develop their sense of identity and belonging through self-awareness and reflection. RE provides an opportunity to celebrate, foster and show awareness of the differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

RE plays a significant role in the development of children's personal, moral, social and cultural understanding. The curriculum is designed to enable our children to become resilient, accepting and mindful learners. We believe that RE should promote social awareness and develop children's awe and wonder of the world.

Children will develop respect and appreciation of others' beliefs, cultural practices and the influence of principal religions and worldviews in our diverse school community. The principal aim of RE is to engage pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills they need to appreciate varied responses to these questions, as well as develop responses of their own.

## Legal Requirements

By law, non-denominational schools are required to teach Religious Education according to the local Agreed Syllabus. The Agreed Syllabus assumes 36 hours of RE learning per year at KS1 and 45 hours at KS2. This is quite separate from, and does not include, time allocated for Collective Worship.

Children within the Foundation Stage follow the Early Years Foundation Stage Curriculum covering Knowledge and Understanding of the World as a foundation to Religious Education in KS1 and KS2.

Parents have the right to withdraw children from RE lessons. This right is also extended to teachers. The headteacher must be informed of the intention to withdraw.

At Hazelwood, it is intended that the RE taught (including the Collective Worship and guest speakers) is inclusive and respectful of the integrity of all children and staff. Where parents express concern about their child participating in RE lessons, we request that they meet with the Headteacher in order to establish a shared understanding of the statutory requirements, the schools' planning and our approach to teaching and learning in RE.

## Aims of Religious Education

- To provide opportunities for children to know about and understand a range of religious and non-religious world views.
- To explore big questions about life to encourage children to deepen their understanding and facilitate opportunities for talk.
- To enable children to express ideas and insights about the nature, significance and impact of religious and non-religious worldviews as well as appreciate others ideas and views.
- To promote children's personal, moral, social and cultural development.
- To develop children's understanding of ways in which beliefs influence the behaviour and practices of others.

- To provide real, relevant, immersive and purposeful opportunities for children to develop a secure understanding of the world around them.
- To encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.
- To inspire and engage children through enriching opportunities, projects, themed days and external visits.

### Teaching and Learning of Religious Education at Hazelwood

At Hazelwood, we use our whole school teaching and learning approaches to ensure that RE is taught with the same key principles as all subjects. Good teaching in RE allows children both to learn about religious traditions (substantive knowledge) and to reflect on what the religious ideas and concepts mean to them (personal knowledge). Our teaching enables children to learn how to find out about different religions (disciplinarily knowledge) and extends their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the big questions, themes and topics studied in the RE curriculum. Additionally, as a Values-based school, we include and reference our agreed set of values in our teaching and discussions.

At Hazelwood, the RE curriculum enables children to investigate, interpret and reflect upon the religious beliefs and practices of different world faiths. They enable children to develop essential attitudes of respect, appreciation, enquiry and self-understanding in progressing their knowledge and understanding in RE. The curriculum is carefully planned to ensure continuity and progression. Each unit is based around one of the three strands:

- Believing - Religious beliefs, teachings, sources; questions about meaning, purpose and truth
- Expressing - Religious and spiritual forms of expression; questions about identity and diversity
- Living - Religious practices and ways of living; questions about values and commitments

Each strand is broken down into ‘threads’, so that teachers can see what learning has gone before and what is to follow. This helps our children to build on their prior learning as they move through the school. Our curriculum enables our child to learn about individual religions as well as explore thematic units that enable them to compare religions and beliefs.

To enhance our RE curriculum, we enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Eid, Diwali, Passover et to develop their religious thinking.

At Hazelwood, we aim to ensure that RE is Real, Relevant, Immersive and Purposeful by inviting visitors from different faiths and visiting different places of worship. Each year group from Year 1-5 will visit a place or worship, ensuring by the end of KS2 pupils have visited a place of worship for the major faiths that our agreed syllabus cover. Reception and Year 6 may also visit places of worship if this fits into their curriculum for the academic year. They will also invite representatives of local religious groups to come into school and talk to the children e.g. Pathways (a Christian based group) who attend our school to present lively interactive assemblies, leaders of faiths in our community, parents to share their experiences etc.

Our current cycle of visits is as follows:

Year Group	Place of Worship	Religion
1	Church	Christianity
2	Mosque	Islam
3	Mandir	Hinduism
4	Synagogue	Judaism
5	Gurdwara	Sikhism

## **Assessment**

Assessment is part of an ongoing process of setting clear objectives and success criteria and evaluating outcomes in line with these. Each lesson has a key question, which feeds into the children answering the Big Question discussed and shared at the start of each unit.

We assess children's work in RE by making informal judgements as we observe them during lessons and marking the work after the lesson. Routine, embedded, informal formative assessment is built into every lesson to assess children's new substantive, disciplinary and personal knowledge. Teachers use the lesson and then the unit learning outcomes provided in the planning to assess children in three areas.

At KS1 & 2, RE teaching and learning should enable children to:

- A. Know about and understand a range of religious and non-religious worldviews
- B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews
- C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews

Children are assessed at the end of each term as 'at age related expected standard', 'working towards' or 'at greater depth'.

Children's work is marked in line our school marking policy. Children are encouraged to self-evaluate their learning, through the use of assessment criteria as well as techniques in lessons and reviews at the end of sessions or units or work. Children are encouraged to reflect on their own learning and opinions.

## **Inclusion**

As an inclusive school, all children are enabled to access all areas of our curriculum, including RE. We recognise that children learn differently. Teachers will adapt their planning and teaching styles to take into account the needs of each individual children ensuring all children can access learning. For more information about SEND and Inclusion, please visit our website: [SEND & Inclusion](#)

## **Resources**

Hazelwood Schools has a range of resources to enrich the teaching and learning of RE which will continue to develop and evolve as and when appropriate. The resources are kept in a centralised area and are labelled appropriately for each unit of learning.

## **Monitoring and Reviewing**

Class teachers are responsible for assessing and monitoring children's progress in this subject area. The RE subject leaders are responsible for monitoring the standards of the children's work and the quality of the teaching in RE through work scrutinies, pupil interviews and lesson visits. They are also responsible for supporting colleagues in the teaching of RE on request and through staff meetings, keeping up-to-date with any National/LA initiatives or curriculum developments and attending subject leader CPD. Alongside the Curriculum Lead, the leaders will regularly discuss with the Headteacher the strengths and weaknesses in the subject and identify areas for further improvement. The RE subject leaders are also responsible for the maintenance, ordering and upkeep of RE resources.