



Religious Education Policy

Hayward's Primary School



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Hayward's Primary Religious Education Policy

The Devon and Torbay Agreed Syllabus 2024 asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society. The following purpose statements underpin the syllabus which is constructed to support pupils and teachers in fulfilling them:

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religious and non-religious worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religious and non-religious worldviews, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal worldviews – the way in which they encounter, interpret, understand and engage with the world – while respecting the right of others to be different.

**Devon SACRE, in the 2024 Agreed Syllabus,
have identified the following principal aim:**

The Devon, Torbay & Cornwall Agreed Syllabus (SACRE 2024):

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living.

At Hayward's we have interpreted this as follows:

At Hayward's, RE is about exploring different worldviews and how they change the way people live: individually, in our community and in the wider world. We are developing the knowledge, understanding and skills we will need to handle the big questions in life and to reflect on our own personal worldviews and associated choices..

Curriculum

At Hayward's it is expected that children will not only develop their knowledge of a range of religious and non-religious worldviews but that they will also engage in deep and purposeful thinking and discussion about the impact and consequences of these belief sets on people of that worldview and people with differing worldviews.

At Hayward's all of our learning is underpinned by our school ethos, embodied in our **Hayward's Hero Characters**. The characters represent the values of: honesty, perseverance, maturity, focus and respect. It is

recognised that RE is an excellent context through which to develop these skills. In addition RE provides genuine opportunities for the development of mutual respect, tolerance, critical thinking and the appreciation of difference in line with the wider 'British Values' curriculum goals.

As in all lessons, it is crucial that adults consider the **mental health and wellbeing of pupils** and how this might be enhanced through their teaching and programme of study. In RE there are many opportunities to work on enhancing pupils' self-esteem, confidence and emotional literacy skills by helping them to value their unique identity and worldview which should be optimised.

Approaches to teaching and learning in RE

RE is an exciting curriculum subject so we employ a variety of teaching methods. These include:

- Visiting local places of worship and receiving visitors from faith communities.
- Using art, music, dance and drama to express their responses to religious concepts creatively.
- Children experience times of quiet reflection to develop their own thoughts and ideas.
- Using story, film, pictures and photographs.
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression.
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others.
- Exploring statistics, personal accounts and other information sources to draw conclusions with a critical eye.

Organisation of RE

RE at Hayward's (From Reception to Year Six) is taught in line with the Devon SACRE Agreed Syllabus Units of Work which cover a range of religious and non-religious worldviews, significant individuals, organisations and key themes. These are outlined in our school's RE curriculum knowledge organisers & skills document.

<p>Word Bank</p> <p>The Trinity The Christian God in three persons: Father, Son and Holy Spirit.</p> <p>Holy Spirit The form of God Christians believe to be spiritually active in the world.</p> <p>Son of God The form of God incarnate – Jesus.</p> <p>Adult baptism The Christian practice of baptising adults by immersion in water to show rebirth.</p> <p>Saviour A person who saves someone or something from danger.</p>		<p>Key Question: (What is The Trinity?)</p> <p>'Sticky Knowledge'</p> <ul style="list-style-type: none"> • To have an understanding of John the Baptist • To know that he was Jesus' cousin, a follower of Jesus and the man who baptised him. • To be able to retell the story of the events of Jesus' baptism • To know that The Trinity is made up of God the Father, God the Son (Jesus) and the Holy Spirit. • To know that some Christians are baptised as children and some are baptised as adults. • To know that adult baptism is representative of Jesus' death and resurrection to new life and the belief that the believer too has received new life through Jesus.
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Rights of withdrawal

At Haywards, we firmly believe that RE is an inclusive, open and broad subject of importance to all children's learning and wider development and as such our aim is for all children to participate. We do, however, recognise the legal right of parents to formally withdraw their children from all or any part of RE on the grounds of conscience.

We strongly encourage all parents to visit the RE section of our school website. Any parents who wish to discuss religious education or withdrawal from the subject should contact the Headteacher. Parents who exercise their right to withdraw their children will be contacted yearly and asked to reconfirm their decision so that an accurate record of participation is kept by the school.

Learning resources

In school, all classes make use of carefully selected resources and artefacts which are suitable for all ages and which are designed to enrich learning and educate in their own right. These include books, music, puppets, persona dolls, artefacts and selected audio-visual materials. We plan RE sessions to be lively, stimulating and engaging and adapt teaching to best meet the needs of all children. One way this is achieved is by encouraging multi-sensory, hands-on learning as well as cross-curricular links.

The contribution of RE to the wider curriculum

While RE has its own distinctive subject matter it does make an important contribution to other aspects of children's learning. The key ones are outlined below.

RE contributes to children's spiritual development by:-

- Discussing and reflecting on life's 'big questions' such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships, community and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.

RE contributes to children's moral development by:-

- Enabling children to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to children and within religious traditions.
- Developing an understanding of key beliefs and teachings in religion, values and moral choices.
- Considering ethical issues, especially justice, which promote racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.
- Teaching children to approach sources of information with a critical and discerning eye - looking for bias and reliability.

RE contributes to children's social development by:-

- Considering how particular worldviews can lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive, healthy relationships.

RE contributes to children's cultural development by:-

- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, actively combating prejudice and discrimination.

- Challenging stereotypes of religion and beliefs.
- Considering the key British Values of: individual liberty, mutual tolerance and respect.
- Promoting digital literacy and children's ability to differentiate fact from opinion.

RE and the use of language

RE can also make an important contribution to children's use of language by enabling them to:-

- Acquire and develop a specialist vocabulary
- Communicate their ideas with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired by the power and beauty of language.
- Write in different styles
- Highlight their own ideas, comparing and contrasting them to those of others, including how to disagree respectfully.

Conclusion

At Haywards, we help our children develop tolerance and mutual respect for people of all worldviews whether religious or otherwise.

We aim to ensure that children have an opportunity to understand more about the importance of religion in today's world and to consider their own place in our global community.

We acknowledge the positive impact on children's wellbeing of seeing difference and individuality recognised and celebrated.

We recognise that when RE is taught to a high standard, children will develop a vital, transferable skills set which will support them through life.