

Bonneygrove and Millbrook Primary Federation

Religious Education Subject Guidance

INTENT

At Bonneygrove and Millbrook Primary Federation, we believe that Religious Education plays a vital role in helping pupils understand the diverse world in which they live. Our Religious Education curriculum is designed to develop pupils' knowledge and understanding of a range of religions and worldviews, while encouraging respect, reflection and thoughtful discussion.

Our intent is firmly rooted in the **Hertfordshire Agreed Syllabus for Religious Education** and is delivered through the **Jigsaw RE programme**. It is shaped by the shared values and ethos of both schools and supports pupils to develop spiritual, moral, social and cultural understanding.

Through Religious Education, pupils develop:

- Knowledge of key beliefs, practices and traditions of different religions
- Understanding of religious and non-religious worldviews
- Skills of enquiry, reflection and respectful discussion
- The ability to consider different perspectives and beliefs
- Respect, tolerance and empathy for others

In line with the **Ofsted Inspection Framework (November 2025)**, our Religious Education curriculum is ambitious, inclusive and carefully sequenced from EYFS to Year Six so that pupils **build knowledge progressively, deepen understanding and reflect thoughtfully over time**.

WHY WE TEACH RELIGIOUS EDUCATION THE WAY WE DO

We teach Religious Education through enquiry, discussion and reflection because children learn best when they are encouraged to think deeply, ask questions and explore different viewpoints. We teach Religious Education through the use of artefacts because handling real objects helps pupils understand how beliefs are shown in everyday life. We include special and religious visits because seeing places of worship and meeting faith communities helps pupils develop respect and understanding for different beliefs. We use reflection in assemblies because it gives pupils time to think about values, choices, and how RE learning links to their own lives. We follow an enquiry-based approach because asking questions helps pupils explore ideas, think deeply, and understand different viewpoints. We plan school visits because real-world experiences make learning meaningful, memorable, and culturally enriching.

Enquiry-based learning in Religious Education progresses from simple understanding to deeper critical thinking. In EYFS, pupils begin with concrete questions such as *"What is Christmas?"* to help them recognise the main events, symbols, and meanings of the Christian celebration. As pupils move through the school, questions become more reflective and interpretive, encouraging them to explore beliefs and viewpoints, such as *"Why is Christmas important to Christians?"* By Year Five, enquiry develops into more evaluative thinking with questions like *"Is the Christmas story true?"*, where pupils examine different sources, consider historical and religious perspectives, and form their own

reasoned responses. This progression supports the development of knowledge, understanding, and critical thinking over time.

Our approach encourages pupils to:

- Learn about a range of religions and beliefs
- Reflect on what matters to others and themselves
- Ask questions about meaning, values and identity
- Engage in respectful discussion and debate

Using the **Jigsaw RE programme**, pupils explore religious content alongside opportunities for reflection and personal response. This approach supports pupils' understanding of diversity and prepares them to live respectfully in a multicultural society.

ROLE OF THE RELIGIOUS EDUCATION SUBJECT LEADER

The Religious Education Subject Leader at Bonneygrove and Millbrook Primary Federation plays a key role in ensuring that the RE curriculum is ambitious, coherently sequenced and effectively implemented, in line with the **Hertfordshire Agreed Syllabus** and the **Ofsted Inspection Framework (November 2025)**.

The Subject Leader:

- Provides strategic direction for Religious Education across the Federation
- Ensures progression in knowledge, vocabulary and enquiry skills from EYFS to Year Six
- Oversees the effective delivery of the **Jigsaw RE programme**
- Monitors the quality of teaching and learning through lesson visits, book looks and pupil voice
- Supports teachers' subject knowledge and pedagogy in line with the **Teachers' Standards**
- Ensures SEND and EAL provision is embedded within Religious Education
- Supports staff in handling sensitive topics with confidence and respect
- Contributes to whole-school self-evaluation and inspection readiness

Through effective leadership, the Religious Education Subject Leader ensures pupils leave the Federation as respectful, reflective and informed individuals.

SEND INCLUSION

SEND inclusion is integral to the design and delivery of the Religious Education curriculum. Guided by the **nasen Teacher SEND Handbook (January 2024)**, we follow the graduated approach of:

Assess → Plan → Do → Review

All pupils receive **Quality First Teaching**, with reasonable adjustments made so that pupils with SEND are not disadvantaged and can access the same ambitious Religious Education curriculum as their peers.

SUPPORTING PUPILS WITH SEND IN RELIGIOUS EDUCATION

Pupils with SEND are supported through:

- Visual prompts, symbols and images
- Simplified texts and key vocabulary support
- Pre-teaching and revisiting of concepts
- Structured discussion and reflection opportunities
- Alternative ways to respond, including oral responses or creative outcomes
- Adult support and guided discussion

These strategies reduce barriers and support confidence, understanding and engagement.

RE is nice because we listen to stories like Guru Amar Das Ji who treats everyone the same no matter their gender.

We learn about religion by reading stories, and in RE we saw the Five Ks and got to hold them in our lesson.

EAL SUPPORT

Pupils with English as an Additional Language are supported through:

- Visual scaffolds and dual coding
- Explicit teaching of religious vocabulary
- Modelling of sentence structures for discussion and explanation
- Partner talk and structured discussion opportunities

Religious Education provides rich opportunities for language development through discussion and reflection.

IMPLEMENTATION

The Religious Education curriculum is carefully planned, coherently sequenced and knowledge rich. The **Jigsaw RE programme** ensures coverage of the Hertfordshire Agreed Syllabus and provides a clear progression of learning.

Across the Federation, pupils revisit:

- Beliefs and teachings
- Religious practices and ways of life

- Symbols, stories and celebrations
- Reflection and personal response

Teaching is underpinned by:

- Enquiry-based learning
- Discussion and reflection
- Respectful exploration of beliefs
- Links to pupils' own experiences and values

EXAMPLES OF WHAT WE TEACH IN RELIGIOUS EDUCATION

EYFS

- Special people, places and stories
- Celebrations and festivals
- Understanding similarities and differences

Key Stage One

- Religious stories and beliefs
- Symbols and places of worship
- Religious celebrations

Key Stage Two

- Beliefs and practices of world religions
- Comparing religions and worldviews
- How beliefs influence behaviour and choices

IMPACT

The impact of the Religious Education curriculum is seen in pupils who:

- Show respect and curiosity about different beliefs
- Engage thoughtfully in discussion and reflection
- Use appropriate religious vocabulary
- Demonstrate empathy and understanding

By the end of Key Stage Two, pupils can:

- Describe key beliefs and practices of religions studied

- Compare religions respectfully
- Reflect on values and beliefs thoughtfully

Pupils leave the Federation with a strong foundation for secondary Religious Education and an understanding of diversity and respect.

OUTCOMES – HERTFORDSHIRE AGREED SYLLABUS

By the end of the Federation, pupils meet the expectations of the **Hertfordshire Agreed Syllabus for Religious Education**, developing knowledge, understanding and reflective skills.

DESIRED OUTCOMES – BONNEYGROVE AND MILLBROOK PRIMARY FEDERATION

By the time pupils leave Bonneygrove and Millbrook Primary Federation, we want them to be respectful, reflective individuals who:

- Understand and value religious and cultural diversity
- Ask thoughtful questions about belief, meaning and values
- Show empathy and respect for others
- Reflect on their own beliefs and values
- Are curious, resilient, honest, ambitious, creative, kind and inclusive learners

“We colour in our owls for how we are feeling, if we are okay or not really sure. I drew a picture of me showing kindness like Jesus. The three wise men gave baby Jesus gold, frankincense, and myrrh.”

“I enjoy RE because we get to learn about different religions and beliefs. In our lessons, we debate topics and questions in a respectful”.

EYFS

Children are introduced to special people, places, stories and celebrations. They learn about similarities and differences between people and develop early respect for others.

Key Stage One

Pupils learn about religious stories, symbols and celebrations. They explore what different religions believe and how these beliefs influence everyday life.

Key Stage Two

Pupils develop deeper understanding of religious beliefs, practices and values. They compare religions and consider how beliefs influence choices and behaviour.

Through Religious Education, pupils develop empathy, respect and an understanding of their own and others’ values.