

THE WILLOWS PRIMARY SCHOOL



RELIGIOUS EDUCATION POLICY

Safeguarding Statement

The school is committed to safeguarding children and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Intent

The study of Religious Education enhances pupils' awareness and understanding of religions, beliefs, teachings and practices, developing their spiritual, moral, social and cultural development. This enables children to understand the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

As a result of our Religious education curriculum, learners will develop a sense of identity and belonging as citizens in a multi-faith society and global community. They will be given opportunities for personal reflection to enable them to develop respect for and tolerance/sensitivity towards others, in particular those whose faiths, beliefs and practices are different from their own.

Pupils are encouraged to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions. Children will be able to develop their own questioning skills through opportunities to reflect on the 'big' questions of life and death, meaning and purpose. They will develop their ability to make reasoned and informed judgements about religious and moral issues, enabling them to develop respect for other people's right to hold different beliefs.

Teaching and learning in RE is enriched by a range of trips, visits and first hand experiences of places, people and artefacts. Experiences of this kind enable pupils to learn **about and from** other religions in meaningful ways.

Our aspiration is that children are inspired to be curious about different faith, practices, beliefs, values and traditions, developing a positive attitude towards living in a society of diverse religions, both in and out of school.

To be successful, learners must:

- develop their knowledge and understanding of Christianity and the other principal religions represented in Great Britain (Sikhism, Hinduism, Judaism and Islam)
- know key facts about major world religions that they have studied
- engage in developing their knowledge and understanding with Religious Education, regardless of their own beliefs and values
- reflect on their own beliefs, values and experiences and consider how they relate to and differ from those of other people.
- Use appropriate vocabulary and subject-specific terminology in order to articulate and communicate their thoughts, opinions and feelings when exploring aspects of Religious Education
- Connect learning within different aspects of RE and between RE and other subjects (e.g. history, geography and international learning)

Implementation

EYFS – Knowledge and Understanding of the World

During the Reception Year, pupils **MUST** encounter Christianity **PLUS** at least one other religion from Hinduism, Islam, Judaism and Sikhism.

In Foundation Stage RE is taught through the Knowledge and Understanding section of the Foundation Stage Curriculum. Through a cross-curricular approach, pupil will develop an understanding of their own needs, feelings and beliefs and those of others. It is expected that learning will be experiential and thematic during the EYFS.

Toddlers and young children will be learning to:

- Make connections between the features of their family and other families
- Notice differences between people.

3 and 4-year-olds will be learning to:

- Continue developing positive attitudes about the differences between people
- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.

Children in reception will be learning to:

- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

	Autumn Term	Spring Term	Summer Term
Y1	CORE UNIT Y1: What are religions and worldviews and how do we find out about them?	CHRISTIANITY UNIT What did Jesus teach his followers and how did he teach?	JUDAISM UNIT How and where did Judaism start?
	CHRISTIANITY UNIT What is the story of Jesus and how do Christians remember him?	CHRISTIANITY UNIT What role does the church play in the life of a Christian?	JUDAISM UNIT What role does the synagogue play in Jewish life?
Y2	CHRISTIANITY UNIT What do Christians believe about God and why?	HINDUISM UNIT What beliefs and values are most important to Hindus and why?	CORE UNIT Y2: What do different religions and worldviews have in common?
	CHRISTIANITY UNIT How and where do different Christians worship and celebrate?	HINDUISM UNIT What might Hindus learn from traditional stories?	NON-RELIGIOUS WORLDVIEWS What happens in families where there is no religion?
Y3	SIKHISM UNIT What might it look like to live as a Sikh?	SIKHISM UNIT What is the Guru Granth Sahib and why is it important to Sikhs?	CHRISTIANITY UNIT How did Jesus teach his followers to show friendship?
	SIKHISM UNIT What role does the Gurdwara play in Sikh life and worship?	CHRISTIANITY UNIT Why is Easter important to Christians?	CORE UNIT Can observing behaviour reveal what people believe and value?

Y4	ISLAM UNIT What role does the Mosque play in Muslim life?	CHRISTIANITY UNIT Where do ideas about right and wrong come from for Christians?	CORE UNIT How does reading sacred texts help people understand the beliefs and values of others?
	ISLAM UNIT Who is Prophet Muhammad and why is he important to Muslims?	CHRISTIANITY UNIT How and why do Christians try to make a difference in the world?	NON-RELIGIOUS WORLDVIEWS Where do ideas about right and wrong come from for non-religious families?
Y5	CORE UNIT What shapes a person's worldview?	CHRISTIANITY UNIT How does the Bible teach Christians to be wise?	JUDAISM UNIT What is the role of Jewish sacred texts and tradition?
	CHRISTIANITY UNIT Why is the Bible important to some Christians in worship both in church and at home?	CHRISTIANITY UNIT How and why do Christians show commitment to God?	JUDAISM UNIT What influences the way Jewish people respond to local and global issues of social justice?
Y6	CHRISTIANITY UNIT How is The Bible interpreted by different Christians?	CORE UNIT How well does faith help people cope with matters of life and death?	BUDDHISM UNIT What might it look like to live like a Buddhist in different parts of the world?
	CHRISTIANITY UNIT How do Christian beliefs influence the way people respond to local and global issues?	BUDDHISM UNIT How do sacred texts and traditions help Buddhists understand their identity and purpose?	NON-RELIGIOUS WORLDVIEWS What influences a non-religious and/or Humanist response to local and global issues of social justice?

Religious Education will be taught in accordance with the National Curriculum Programmes of Study and the Locally Agreed Syllabus for RE. ALL schools have the statutory obligation to teach Religious Education to ALL pupils. RE should be taught to all pupils in full-time education in schools, except for those withdrawn at the written request of their parents. (REFERENCE 'EDUCATION ACT' 1944, 'RE IN ENGLISH SCHOOLS: NON-STATUTORY GUIDANCE 2010, DCSF).

Time and Organisation

Pupils are taught in groups and as a class, according to the nature of the learning task.

Although time can be allocated to RE creatively and flexibly over terms and the subject might be planned in combination with other subjects, this agreed syllabus has been based on the expectation that the following hours be devoted to RE:

- Key Stage 1: 36 hours per year
- Key Stage 2: 45 hours per year

This time allocation is in addition to acts of collective worship. Religious education may be linked with collective worship; for example, by sharing common themes, but it is important to remember that RE is not the same as collective worship and both have distinct purposes.

3.1 Religions and worldviews to be covered (listed alphabetically)

EYFS	KS1	Lower KS2	Upper KS2
Christianity	Christianity	Christianity	Christianity
School choice	Hindu Dharma	Islam	Islam and/or Judaism
Non-religious worldviews	Judaism	Non-religious worldviews including Humanism	Hindu Dharma and/or Sikhi and/or Buddhism
	Non-religious worldviews	Sikhi	Humanism

Special Needs and Classroom Support

Appropriate differentiated provision is planned by teachers to accommodate individual needs.

Pupils' Record of Their Work

Pupils' independent and group work can be recorded in a variety of ways relevant to the type and purpose of the activity. This includes the use of photos and IPADs as well as recording work in their RE books.

Class RE Discussion books are used to capture thoughts, reflections and responses generated in lessons where the main method of teaching and learning has been discussion rather than written work/recording.

Resources

Each class has access to key resources such as artefacts and topic books relating to the major world religions, festivals, beliefs, teachings and practices being studied.

Outdoor Learning and Trips

Our RE curriculum is enriched by trips, workshops, visits and visiting speakers wherever possible. School trips and visits allow pupils to encounter experiences that are unavailable in the classroom. They can help pupils to develop their knowledge within a growing awareness and understanding of the society of diverse religions within which they live.

Monitoring and Assessment

Pupils will be monitored both individually and in groups depending on the specific activities they will be undertaking. Assessment techniques used include observation, teacher assessment of written work, practical tasks and discussion. Their knowledge, skills and understanding will be assessed and recorded against the expected outcomes for this subject.

Assessment should focus on what the pupils have learned and what they can do referring directly to the taught content of a unit. Some key questions to ask may be as follows:

- Do the pupils/students know what I want them to know?
- Are the pupils/students able to demonstrate that they know it?
- Can the pupils/students use that knowledge in the way that they should be able to?
- Have the pupils/students made progress from their starting points?

On-going teacher assessment informs termly summative assessments based on the RE units of work completed for that term. Pupils are closely monitored throughout the year, using assessment grids which are highlighted to track attainment across the RE curriculum. These assessment grids are reviewed at the end of the academic year in order to identify a final end of year judgement. Children are assessed as being either: emerging, developing, securing or exceeding the expected standard for their year group. A statement about RE coverage is included in the annual written report to parents every year.

By the end of Key Stage 1 (Year 2, age 7), pupils will be assessed using the following criteria

KS1	BELIEVING (Theology)	LIVING (Human and social science)	THINKING (Philosophy)
Core knowledge (substantive) and key vocabulary	Many religions believe in, and teach that there is one God. Pupils know that different beliefs about God exist, including that God does not exist. Some of these ideas come from different texts according to which religion or worldview is referenced. Ideas are sometimes communicated in stories and symbols. There are many people who do not believe that God exists. They are often called non-religious.	People gather in communities to worship or pray and celebrate shared beliefs. Place is important to many communities. Actions and rituals often express beliefs. Some actions and rituals are cultural. There are some common features shared between religions and worldviews, but there are also many differences.	Experiences, thinking and reading texts often help people decide what to believe. Ideas about right and wrong often come from sacred texts. Spiritual practices such as prayer and worship influence peoples' thoughts and ideas.
Disciplinary knowledge (Ways of knowing)	Pupils know that sacred texts are sources of authority and beliefs for some people. They know that the same texts are read in different ways by people. (interpretation). Pupils know that symbols, stories and art can express theological and spiritual meanings.	Pupils know that similar beliefs may be lived out in different ways. Asking questions is a way to find out what people believe and how they think. Observing religious practice in a place of worship can help people to understand what is important to people.	People give different reasons for what is important to them. Ideas about right and wrong often come from ancient texts or people from the past.
Disciplinary skills	Pupils can read simple stories and annotate or interpret them to suggest the meanings. Pupils can make simple links between texts and different examples of practice and ritual. Pupils can offer simple interpretations of symbols and works of art.	Pupils can develop simple, short surveys (2–3 questions) to help them find out and understand. Pupils can observe and draw conclusions from what they observe. Pupils can summarise and compare data and information and draw simple conclusions.	Pupils are beginning to ask important questions about life and share their own possible answers. Pupils are beginning to be able to articulate their opinions and beliefs, using simple reasons. Pupils can engage in simple debates. Pupils can use statements for expressing their ideas and give reasons.

By the end of LOWER Key Stage 2 (Year 4, age 9), pupils will be assessed using the following criteria

LKS2	BELIEVING (Theology)	LIVING (Human and social science)	THINKING (Philosophy)
Core knowledge (substantive) and key vocabulary	Muslims and Sikhs believe in one God, as do Christians, religious Jews and Hindus. Beliefs about God are expressed in different ways by different religious groups. Many religions have a sacred text that informs peoples' beliefs. People with non-religious beliefs refer to texts and stories too. Texts are often open to interpretation. Some stories are read literally and others symbolically or metaphorically. Sacred places often communicate theological and spiritual ideas.	Actions and rituals will often demonstrate and influence beliefs. Celebrations and festivals express some of the core ideas that adherents to a religion hold to be important and shape their identity. Choices about the ways to live such as clothing and career can express beliefs as well as a sense of belonging and identity. Individuals do not all respond to a religion or worldview in the same way. Food, clothing, ritual and artefacts are a part	Some of the important ideas that people believe are abstract, such as love, forgiveness, peace and goodness. There are different ideas about what a good life looks like. Ideas about right and wrong are often complex and hard to quantify. People explain their beliefs, experiences and faith in different ways.
Disciplinary knowledge (Ways of knowing)	Pupils know that sacred texts are interpreted literally, metaphorically and symbolically. Pupils know that beliefs are often drawn from a range of texts. Pupils know that texts can often be hard to understand. Pupils know that theological and spiritual ideas can be expressed in a wide variety of artistic ways. Beliefs that are shared are often taught by leaders and teachers.	Pupils know that routines and rituals and artefacts can be important to religions and worldviews. Pupils know that they can learn about rituals and practice, by observing and asking questions. Pupils know that there are a variety of ways that people will demonstrate their sense of belonging and community and identity.	Pupils can identify some aspects of a religion that are abstract. Pupils can identify some of the reasons that people use to articulate their choice of what a good life looks like. Pupils will know that people use a variety of reasons to articulate their beliefs and actions.
Disciplinary skills	Pupils are able to engage in hermeneutics – interpretation of texts – and make their own interpretations. Pupils are able to summarise some of the different beliefs that they have encountered about God and the divine, using the texts that they have read. Pupils are able to explain some of the spiritual ideas that they encounter through art. Pupils are able to read texts in a variety of ways, looking at, <u>through</u> , behind and in front of the text.	Pupils will be able to create longer surveys (5–6 questions) that ask questions about the lived experiences of real people. Pupils are able to conduct interviews in a way that demonstrates respect and understanding. Pupils can use the data they gather to communicate relevant information.	Pupils can ask philosophical questions about the reasons people give for their beliefs. Pupils are able to give their own opinions, where appropriate, in answer to some of these questions. Pupils are able to make simple evaluations of the logic of theirs or others' conclusions.

By the end of UPPER Key Stage 2 (Year 6, age 11) pupils will be assessed using the following criteria

UKS2	BELIEVING (Theology)	LIVING (Human and social science)	THINKING (Philosophy)
Core knowledge (substantive) and key vocabulary	Ancient texts can still speak to the modern reader, even if they are interpreted and read in different ways. There are ways that texts are read that are considered as more authoritative than others. It is important to understand the context in which a text was written, and the genre of the text. Many people believe that there are valuable lessons to be learned from ancient texts, even if some of the content is contested. Many sacred texts appear to draw on ideas from other traditions and so there are similarities as well as differences. E.g., Christianity draws on Judaism, and Islam draws on both Judaism and Christianity	A person's worldview, whether organised or individual, will influence the way that they respond to current issues. Many of these ideas will originate in sacred texts and teachings. A person's worldview may change over time with experience and as they interact with people with different religions, worldviews and perspectives. Organised religions also change over time as they interact with different cultures, events and eras.	There are big questions of life and death which many religions and philosophies try to answer. Some of these questions have been debated for a very long time. Many of these philosophical questions have answers that no one can be certain about. It is important to consider whether responses to the big questions of life are well explained.
Disciplinary knowledge (Ways of knowing)	Pupils will know that many sacred texts are still read today to provide meaning and justification for actions. Pupils will know that there are ways of reading a text that are agreed on by particular groups of people. Pupils will know that sometimes the agreed interpretation of a text will be rejected in favour of a new reading. Pupils will know that the same people can figure in stories in completely different ways and with different interpretations.	Pupils know with increasing confidence that a worldview, whether organised or individual is lived out in peoples' actions and choices. Pupils know that religious practice can change over time and be shaped by experiences. Pupils know that surveys and questionnaires will reveal some information, but that it is often complex. Pupils know that time, culture, practice and place influence religions and worldviews, and that religions, practices and beliefs in their turn, impact on cultures and traditions.	Pupils know that all knowledge comes from somewhere. Pupils know that the ideas from religions and worldviews can be debated and discussed. Pupils know that people have different ideas and beliefs about self, death, life after death and the supernatural or spiritual worlds.
Disciplinary skills	Pupils will be able to compare and contrast the different ways of reading and interpreting text. Pupils are increasingly confident at interpreting text, taking into account the historical and social contexts in which they were written. Pupils can make links between the texts and their use in religious and nonreligious contexts today.	Pupils can examine their own position and be reflective when exploring other religions, worldviews and perspectives. Pupils can plan for and execute surveys, polls and interviews. Pupils can analyse data and information, both qualitative and quantitative, and communicate their analysis.	Pupils can debate and discuss ideas from organised religions and worldviews that are applied to current issues. Pupils are increasingly able to put forward alternative ideas and statements, taking account of a variety of positions and arranging arguments and counterarguments in an increasingly logical manner. Pupils are developing an awareness of morality – gaining knowledge of values and ethics and deciding what these mean for them and for others.

Withdrawal from Religious Education

Any parent(s)/carer(s) wishing to exercise their legal right to withdraw their child from Religious Education re requested to do so in writing to the Headteacher.



THE WILLOWS PRIMARY SCHOOL

SUBJECT LEADER Roles & Responsibilities

To monitor the subject and be able to comment on

- Standards throughout the school
- Progression of skills throughout the school

Gather evidence on the quality of provision within the subject through monitoring/evaluation

- Lesson observations/learning walks
- Work/book scrutiny
- Planning scrutiny
- Pupil/staff discussion

Monitoring activities must be agreed with HT before they take place and feedback from these activities should be discussed and agreed with HT before it is given to staff

To be able to identify the quality of provision in the subject

- Know the strengths and weaknesses of the subject
- Know the development priorities for the subject as detailed in the SDP
- Know how the SDP priorities for the subject are being addressed

To develop secure subject knowledge and keep up to date with developments in the subject from EYFS, through KS1 and across KS2

To audit and maintain subject specific resources so that the subject can be successfully delivered throughout the school

- Order replacement/new resources in liaison with HT

Report on your subject to the HT

- Verbally at meetings, when requested
- Through the end of year co-ordinator report

Co-ordinate Governor visits, when requested, following liaison with the HT

Maintain CPD of yourself and other staff with a focus on your subject area

- Feedback to other staff on CPD undertaken
- Lead staff meetings and plan INSET when requested

Maintain the subject policy for the school

- Review the policy as per the policy review schedule
- Liaise with staff in terms of reviewing the policy – amend/distribute the policy accordingly

To advise and assist staff with the teaching and learning of the subject

Maintain a Subject Leader file

In line with HT management of teacher workload, subject leaders should not request additional work from staff unless agreed by HT beforehand