

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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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. An RE syllabus is a foundation for learning, enabling pupils to grow in understanding of themselves and the world in which they live, preparing them for life in Britain today, and inspiring them towards creative curiosity and eagerness to learn more about religion and worldviews.

“A worldview is a person’s way of understanding, experiencing, and responding to the world. It can be described as a philosophy of life or an approach to life. This includes how a person understands the nature of reality and their own place in the world. A person’s worldview is likely to influence and be influenced by their beliefs, values, behaviours, experiences, identities and commitments.”

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, worldviews, beliefs, values and traditions while exploring their own beliefs, views 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, Islam and Buddhism) - knowing key facts about major world religions that they have studied
- engage in developing their knowledge and understanding with of all worldviews, 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.

The Education Act 1996 states that the Agreed Syllabus must reflect the fact that religious traditions in Great Britain are in the main Christian, while taking into account the teachings and practices of the other principal religions and worldviews represented in Great Britain.

As well as these legal requirements, schools are further advised to include, where possible, in their pupils' learning the additional religions and worldviews that have adherents in their own school's community.

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.

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.

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

BELIEVING						LIVING				THINKING					
Pupils know that different beliefs about God exist, including that God does not exist.	Pupils know that ideas and beliefs about God are sometimes communicated in stories and through symbols and art.	There are many people who do not believe that God exists. They are often called non-religious.	Pupils know that sacred texts show some people what to believe.	They know that the same texts are read in different ways by different people. (interpretation).	Pupils can read simple stories and talk about their meanings. Pupils can make simple links between texts and the different things believers do in their day to day lives	Pupils know that people gather in communities to worship or pray and celebrate shared beliefs.	Pupils know that places of worship are important to many communities.	Pupils know that the things believers do express what they believe or are part of their culture.	Pupils know that there are some common features shared between religions and worldviews, but there are also many differences.	Pupils know that beliefs may be lived out in different ways and that asking questions is a way to find out what people believe and how they think	Experiences, thinking and reading texts often help people decide what to believe. Ideas about right and wrong often come from sacred texts or people from the past.	Spiritual practices such as prayer and worship influence peoples' thoughts and ideas.	People give different reasons for what is important to them.	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

BELIEVING					LIVING			THINKING		
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. Pupils know that ideas and belief can be expressed in a wide variety of ways.										
Beliefs that are shared are often taught by leaders and teachers.										
Many religions have a sacred text. Pupils know that beliefs are often drawn from a range of texts. People with non-religious beliefs refer to texts and stories too.										
Pupils know that sacred texts are interpreted literally, metaphorically and symbolically. They understand that texts are often open to interpretation.										
Sacred places often communicate theological and spiritual ideas.										
Pupils are able to engage in interpretation of texts - and make their own interpretations. Pupils are able to summarise some of the different beliefs that they have encountered about God, using the texts that they have read.										
Pupils know that routines, 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. Choices about the ways to live such as clothing and career can express beliefs as well as a sense of belonging and										
Celebrations and festivals express some of the core ideas that adherents to a religion hold to be important and shape their identity.										
Individuals do not all respond to a religion or worldview in the same way.										
Some of the important ideas that people believe are abstract, such as love, forgiveness, peace and goodness. Pupils can identify some aspects of a religion that are abstract.										
There are different ideas about what a good life looks like. Pupils can identify some of the reasons that people use to articulate their choice of what a good life looks like										
People explain their beliefs, experiences and faith in different ways. Pupils will know that people use a variety of reasons to articulate their beliefs and actions.										
Pupils can ask questions about the reasons people give for their beliefs. Pupils are able to give their own opinions, in answer to some of these questions.										

following criteria

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

BELIEVING					LIVING			THINKING		
Pupils will know that many sacred texts are still read today to provide meaning and inform 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 the same people can figure in stories in completely different ways and with different interpretations.										
Ancient texts can still speak to the modern reader, even if they are interpreted and read in different ways. Many people believe that there are valuable lessons to be learned from ancient texts.										
Pupils will be able to compare and contrast the different ways of reading and interpreting text.										
Pupils can make links between the texts and their use in religious and nonreligious contexts today.										
Pupils know with increasing confidence that a worldview is lived out in peoples' actions and choices. A person's worldview will influence the way that they respond to current issues. Many of these ideas will originate in sacred texts and teachings.										
Pupils know that religious practice can change over time and be shaped by experiences and over time. 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.										
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.										
Pupils can examine their own position and be reflective when exploring other religions, worldviews and perspectives.										
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 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										
Pupils know that people have different ideas and beliefs about self, death, life after death and the supernatural or spiritual worlds.										
Pupils can debate and discuss ideas from religions and worldviews that are applied to current issues. Pupils are developing an awareness of morality - gaining knowledge of values and ethics and deciding what these mean for them and for others.										

following criteria



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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