

Religious Education Policy

Why is RE important?

Religious Education is an extremely important subject in both primary and secondary schools but is often misunderstood. There is a widely held misconception that Religious Education is more like religious instruction, telling children what to believe and how to live. The reality, however, is much different. Religious Education is crucial for exposing children to a variety of different world-views, beliefs and cultures, which, in turn, helps them become more spiritually, socially and morally tolerant. In many ways, Religious Education plays a key role in children's personal development. RE is a statutory requirement in all state-funded schools. This Syllabus is based on a clear understanding of its educational value for pupils, schools and society as a whole. The importance of Religious Education in primary schools can be broken down into the following core categories, all of which centre around helping children become more self-aware, kind and tolerant young people.

Spiritual Growth – Moral Growth – Cultural Growth

When is RE taught?

RE is taught weekly in KS1 and KS2. These are stand alone lessons that build on each year's knowledge and skills. Children are encouraged to discuss their own religions and share their own experiences during these sessions and at any time during their school day. All teachers plan a dedicated hour within their weekly timetable to cover the objectives of their unit.



	Autumn			Spring			Summer	
Learning Pathway	Culture	Conflict	Christmas Theme Week	Communication	Children's Mental Health Week		Conservation	
Pathfinders 1 (Year 1)	Caring for Others Hinduism, Christianity, Sikhism, Islam, Buddhism	Gifts and Giving Christianity, Islam		Friendship Buddhism, Hinduism, Christianity,		Easter and Surprises Judaism, Hinduism, Christianity,	Religion and Rituals Islam, Christianity, Hinduism	Places of Worship Judaism, Hinduism, Christianity,
Pathfinders2 (Year 2)	Nature and God Christianity, Judaism, Buddhism, Islam,	Light and Dark Christianity, Hinduism, Judaism,		Rules and Routines Christianity, Judaism, Islam, Sikhism, humanism		Beginnings and Endings Sikhism, Christianity,	Ceremonies Islam, Judaism, Sikhism, Hinduism	Places of Worship Islam, Buddhism, Sikhism
Adventurers 1 (Year 3)	Judaism	A Nativity Story Christianity		Hinduism		Good Friday Christianity	Sikhism	Islam
Adventurers 2 (Year 4)	People of Faith Malala Yousafzai, Dalai Lama, Rabbi Jonathan Sacks, Fawia Singh, Bear Grylls	Christianity		The Bible Christianity		Pilgrimages Christianity, Hinduism, Islam, Judaism,	Food and Fasting Judaism, Christianity, Islam	Faith Today All
Navigators 1 (Year 5)	Forgiveness Judaism, Buddhism,	The True Meaning of Christmas Christianity		Jesus the Healer Christianity		Commitment Judaism, Christianity, Islam, Hinduism,	Worship All	Peace All
Navigators 2 (Year 6)	Justice and Freedom Religious and Non-religious movements	Humanism		Creation stories All		Crucifixion Christianity	Buddhism	Eternity Religious and non-religious views

How is RE taught?

As a Hertfordshire maintained school we follow the agreed syllabus set down by the local authority. We teach our RE curriculum using the Twinkl RE resources – ensuring that the coverage matched that of the agreed syllabus. Our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. The lessons have an intention of providing a high quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

What do we learn about in RE?

In KS1, children begin to look at other religions, focusing on celebrations and rituals. In KS2, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings. Throughout both key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children from KS1 to the end of KS2. There are unit overviews available for each Twinkl Planit unit, which demonstrates where challenge and differentiation will show development of skills. As well as unit overviews, end of unit assessments are available to support teachers in making sure children have reached the intended outcomes.

How do we assess and monitor RE?

RE is a teacher assessed subject and at the start of each unit children complete a mind map of their current knowledge from the unit title. They then complete the mind map again to show what they have learnt. Children are given a WHISK (What I Should Know) sheet that they refer to during the unit.

Supporting children with SEND in RE?

Teachers will plan lessons so pupils with SEN and/or disabilities can study RE wherever possible and ensure that there are no barriers to every pupil achieving. This personalized approach ensures that additional support is readily available when needed, enabling each child to thrive in their Computing education.

Statutory Content

Statutory Content at each Key Stage	
EYFS	Children will encounter Christianity and religions and beliefs represented in the class, school or local community and beyond. RE will support a growing sense of the child's awareness of self, their own community and their place within this
KS2 (Y1 & 2)	Christianity and at least one other Abrahamic religion are to be studied in depth (Judaism and/or Islam), or the predominant additional principal faith represented in the school. Pupils may also learn from other religions and worldviews in thematic units.
Lower KS2 (Y3 & 4)	Christianity and at least two other principal faiths are to be studied in depth, one Abrahamic and one Dharmic. (Recommended focus faiths for lower KS2 – Christianity, Islam, Hinduism or Sikhism). Pupils may also learn from other religions and worldviews in thematic units
Upper KS2 (Y 5 & 6)	Christianity and at least two other principal faiths are to be studied in depth, one Abrahamic and one Dharmic. (Recommended focus faiths for upper KS2 – Christianity, Judaism, Hinduism or Buddhism). Pupils may also learn from other religions and worldviews in thematic units. All six principal religions and non-religious worldviews will have been introduced by the end of the Primary School phase, though not all necessarily at the same depth.

Progression of skills and knowledge

	KS1	LKS2	UKS2
Beliefs and teachings (from various religions)	Children begin to recall and name different beliefs and main festivals associated with religions. Children can recognise different religious symbols, their relevance for individuals and how they feature in festivals. Children can: - describe the main beliefs of a religion; - describe the main festivals of a religion.	Children can describe the key beliefs and teachings of the religions studied, making some comparisons between religions. Children expand on their knowledge of world religions from KS1. Children can: - describe the key teachings and beliefs of a religion; - begin to compare the main festivals of world religions; - refer to religious figures and holy books.	Children can explain how beliefs and teachings can make contributions to the lives of individuals and communities. Children can compare the key beliefs and teachings of various religions, using appropriate language and vocabulary and demonstrating respect and tolerance. Children can: - recognise and explain how some teachings and beliefs are shared between religions; - explain how religious beliefs can shape the lives of individuals and contribute to society.
Rituals, ceremonies and lifestyles (from various religions)	Children begin to explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies. Children can: - recognise, name and describe religious artefacts, places and practices; - explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; - observe when practices and rituals are featured in more than one religion or lifestyle.	Moving on from KS1, children look at the concepts of belonging, identity and meaning. Children understand what belonging to a religion might look like, through practices and rituals, and what it might involve. Children begin to discuss and present thoughtfully their own and others' views. Children also explore pilgrimages as a part of a religious life. Children can: - identify religious artefacts and how they are involved in daily practices and rituals; - describe religious buildings and how they are used; - explain religious ceremonies and rituals and their importance for people's lives and sense of belonging.	Children look further at the concepts of belonging, identity and meaning. They understand how certain features of religion make a difference to individuals and communities. Children also explore the rituals and ceremonies which mark important points in life. Moving on from LKS2, children will have the opportunity to explore non-religious ways of life. Children can: - explain practices and lifestyles associated with belonging to a faith; - explain practices and lifestyles associated with belonging to a non-religious community; - compare lifestyles of different faiths and give reasons why some people within the same faith choose to adopt different lifestyles; - show an understanding of the role of a spiritual leader.
How beliefs are expressed	Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community's way of life. Children can: - name religious symbols and the meaning of them; - learn the name of important religious stories; - retell religious stories and suggest meanings in the story.	Children explore the expression of beliefs through books, scriptures, art and other important means of communication. Children then move on to exploring a range of beliefs, symbols and actions to express meaning. Children can explain the meaning of religious stories and sources of wisdom and the traditions from which they come. Children can: - begin to identify religious symbolism in different forms of art and communication; - looking at holy texts and stories, explain meaning in a story; - express their beliefs in different forms, with respect for others' beliefs and comparing beliefs.	Children continue to explore the expression of beliefs through books, scriptures, art and any other important means of communication, as in LKS2. Children then move on to exploring a range of beliefs, symbols and actions so they can understand different ways of life and expressing meaning. Children can explain meaning of religious stories, sources of wisdom and the traditions from which they come. Children can: - explore religious symbolism in literature and the arts; - explain some of the different ways individuals show their beliefs; - share their opinion or express their own belief with respect and tolerance for others.
Time to reflect and personal growth	Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them. Children can: - identify things that are important in their lives; - ask questions about the puzzling aspects of life; - understand that there are similarities and differences between people.	Children further explore how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, including links to communities they may belong to. They notice and respond sensitively to different views. Children can: - understand that personal experiences and feelings can influence their attitudes and actions; - offer suggestions about why religious and non-religious leaders and followers have acted the way they have; - ask questions that have no agreed answers, and offer suggestions as answers to those questions; - understand that there are similarities and differences between people and respect those differences.	Children continue to develop their understanding how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging, and notice and respond sensitively to different views. Children can then discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair. Children can: - recognise and express feelings about their identities and beliefs; - explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers; - explain why their answers may be different from someone else's and respond sensitively.
Values (in your own life and others lives)	Children look at and appreciate how many people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they can make. Children can: - look at how values affect a community and individuals; - explain how actions can affect other people; - understand that they have their own choices to make and begin to understand the concept of morals.	Children develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship and choices they make affecting their lives. Children begin to understand the concept of shared values and how a community can use shared values. Children can: - make informed choices and understand the consequences of choices; - describe how shared values in a community can affect behaviour and outcomes; - discuss and give opinions on morals and values, including their own.	Children continue to develop their appreciation of the ways in which people's values are an important aspect of their lives. They make links to responsibility and citizenship. Children begin to understand the concept of shared values and how a community can use shared values. Moving on from their previous learning, children begin to strengthen their capacity for moral judgements. Children can: - explain why individuals and communities may have similar and differing values; - show an awareness of morals, question morals and demonstrate an ability to make choices, understanding the consequences; - express their own values while respecting the values of others.

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