



APPROVED BY: Governing Body

NEXT REVIEW: October 2025

Religious Education Policy

Aims

Our RE curriculum promotes an enquiry-based approach through the implementation of the Hackney Agreed Syllabus for R.E from Key Stage One and Two and is used to contribute to the learning experiences of the Early Learning Goals within EYFS.

Religious Education supports pupils to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development. It plays an important role, along with all other curriculum areas, particularly PSHE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. We include and promote British values, ensuring that children are aware of their rights and responsibilities as UK citizens.

Entitlement

The children will be given the opportunity to be taught about the principle religions represented in Britain: Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism. The school will mainly follow the Agreed Hackney agreed syllabus for R.E.

EYFS

Pupils are taught about traditions, beliefs and world views outside of their own experiences through exploring other cultures and practices in the wider world.

KS1 and KS2

- Pupils learn about the six major religions: Christianity, Islam, Hinduism, Sikhism, Judaism and Buddhism.
- These are revisited in increasing depth as pupils move through the school.
- Pupils are encouraged to develop their questioning and think more deeply about the spiritual, ethical, moral and social context of their learning.
- Pupils have the opportunity to ask ‘why’, ‘how’ and ‘who’ and are able to relate their thinking to a wider range of cultures and religions.

Pupils are offered a wide range of enriching and engaging experiences which are designed to develop their knowledge and understanding of the world around them and the concepts taught within RE. Pupils have the opportunity to visit various places of worship and meet people from various religious and belief communities. These include visits to a church, Sikh temple and Mosque. Whole school events such as key calendar events, whole school assemblies and class assemblies enable the children to further enhance their understanding of world religions, beliefs and practices.

Resources

- A resource bank in the R.E. cupboard will support the teaching of R.E.
- All teachers will use I.C.T./Media to enhance pupil understanding of R.E.

Assessment

- Skill progression is planned under three key themes including thinking about religion, belief, practice and sources, enquiring and investigating meaning and reflecting, evaluating and communicating meaning.
- Assessment of pupil achievement will be covered by adhering to the school’s marking policy.
- An overall assessment will be made in the end of year report.

Monitoring

The monitoring of R.E. will take place on a half termly basis by the R.E. subject leader. This will be achieved by:

- Checking planning against the scheme of work.
- The monitoring of R.E. books.
- The monitoring of R.E. display in and around the school.
- Verbal or written feedback will be given highlighting positive practice and suggestions for improvement.

Equal Opportunities

As set out in the Aims, the teaching of R.E. will reflect the whole religious community. Children from all backgrounds and gender will be encouraged to express their opinions. Through the school's resources and the Guest Speakers, positive images of all faiths are taken into account.

Community Links

- The school is committed to offering for active learning with practical first hand experiences for all pupils.
- This may be achieved through visits to local places of worship and talks by guest speakers from local community.