



**HOLLY PRIMARY
SCHOOL**

Religious Education Policy

In conjunction with:

‘The National Curriculum in England (2016)’ and ‘Nottinghamshire
Syllabus for Religious Education’

Reviewed -July 2025

Next review- July 2026

Subject Leaders: Nida Altaf

Aims and Objectives

Religious Education allows children to dive deeper into the real world and investigate different cultures and religions. At Holly Primary School, we not only develop but deepen our children's understanding of the major world faiths (Christianity, Islam, Judaism and Hinduism). Children reflect on what it means to have a faith and ask questions about major world religions.

RE provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. The aim of Religious Education at Carlton Junior Academy is that pupils will know about and understand a range of religions and world views. Pupils will:

- Express ideas and insights of their own into the significant human questions which religions address.
- Gain and deploy the skills needed to study religion.
- Have the knowledge to understand a range of religions and world views.
- Develop their ideas, values and identity.
- Reflect on the impact of religions and world views on contemporary life locally, nationally and globally.
- Interpret and evaluate evidence, texts and sources of wisdom or authority
- Learn to respect the right of others to have different views, values and ways of life.

The legal position of Religious Education

Our syllabus for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children. The ERA allows parents to withdraw their children from Religious Education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention to school governors.

The National Curriculum (2014) states that “Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”

It also states: “All state schools... must teach religious education to pupils at every key stage...All schools must publish their curriculum by subject and academic year online”.

The ‘Nottinghamshire LA Agreed Syllabus’ meets all the requirements set out above and also facilitates the development of pupil’s spiritual, moral, social and cultural understanding.

Curriculum Planning

At Holly Primary School, our school RE is based on the Nottinghamshire LA Agreed Syllabus (2021-2026) and meets all the requirements set out by the National Curriculum.

All topics studied in the Religious Education build upon prior learning. Our school offers opportunities for children of all abilities to develop their skills and knowledge in each unit. We also ensure that the planned progression built into the scheme of work offers the children an increasing challenge and depth as they move through schools.

Our school’s curriculum planning is carried out in three stages (Long-term planning, medium term planning and short-term planning). The Long-term plan maps the topics studies from EYFS-Year 6. The medium-term plans present the sequence of learning, substantive and disciplinary skills and key vocabulary for each unit of work for each term.

British Values

Religious Education also actively contributes to promoting British Values (an area of focus in the National Curriculum 2014). It provides questions about universal human values and supports children so that they are able to move beyond tolerance towards increasing respect so that they can celebrate diversity. The RE curriculum focuses learning in some of the areas of British Values, and leaves pupils’ moral development as a whole school issue.

Mutual Tolerance - Schools do not accept intolerant attitudes to members of the community: attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. The baseline for a fair community is that each person’s right to ‘be themselves’ is to be accepted by all. Tolerance may not be enough: RE

can challenge children and young people to be increasingly respectful and to celebrate diversity, but tolerance is a starting point. It is much better than intolerance.

Respectful attitudes - In the RE curriculum attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and world views, and will be challenged to respect other persons who see the world differently from themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs, and are challenged to be broad minded and open hearted.

Democracy. In RE pupils learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

The Rule of Law - In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law applies equally to all, irrespective of a person's status or wealth.

Individual liberty - In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.

Teaching and Learning Style

We base our teaching and learning style in Religious Education on the key principle that good teaching in Religious Education allows children to:

1. Know about and understand a range of religions and world views.
2. Express ideas and insights about nature, significance and impact of religions and world views.
3. Gain and deploy the skills needed to engage seriously with religions and world views.

Our teaching enables children to extend their own sense of values and promote their own sense of values and promotes spiritual growth and development. We encourage children to

think about their views and values in relation to the themes and topics studied in the Religious Education curriculum.

Our teaching and learning styles in Religious Education enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example:

- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks).
- Using teaching assistants to support the work of individuals or groups of children.
- Having whole class and small group discussions to elicit understanding.
- Taking part in role play and drama to deepen understanding of religious concepts.

Children will also have their cultural and religious understanding broadened through the use of picture news (collective worship) assembly in their classrooms each day.

Teaching Religious Education to children with SEND

At our school, we teaching Religious Education to all children, whatever their ability. Religious Education forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Religious Education teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

We enable pupils to have access to a full range of activities involved in learning Religious Education. Where children are to participate in activities outside the classroom, for example, a visit to a Christian church, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and Recording

Assessment and Recording Religious Education is assessed on an eight-step scale which is used to monitor progression of skills from Key Stage 1 to Key Stage 3. During their time at our school, children should be working from Step 2 to Step 4 (with higher attaining Year 6 children aiming to achieve Step 5 and, in exceptional cases, Step 6).

Evidence of children's achievement towards this, are kept in children's RE books which they have each year and will be evidenced through: written activities, drawings, voice recordings, video recordings and photographs of drama and role play.

Work produced is marked once completed and we comment where necessary. At the end of each unit, an assessment piece of work is undertaken, which will contribute to an overall judgement of a child's attainment at the end of the year.

Monitoring and Review

The Religious Education Leader is responsible for monitoring the standards of the children's work and the quality of the teaching in the subject. They are also responsible for monitoring the standards of the children's work and the quality of the teaching in the subject, and for providing a strategic lead and direction for the subject in school. The Religious Education Leader presents the Head Teacher with an annual action plan that evaluates the strengths and weaknesses of the subject.

The Subject Leader has specially allocated time for carrying out the vital task of reviewing samples of children's work, visiting classes to observe teaching in the subject and monitoring the teaching within his subject. This will be presented in the form of a monitoring summary report to the Head Teacher and further recommendations will be made.

Appeal

This policy operates in accordance with the Equal Opportunities Guidelines. The outcomes of review of Religious Education policy will inform the targets set and outlined in the RE action plan. This policy was agreed by all members of staff and ratified by Governors in Summer 2025. It will be reviewed in Spring 2025.