

Learn. Grow. Achieve. Flourish.

'I instruct you in the way of wisdom and lead you along straight paths.' Proverbs 4:11

Love. Respect. Peace. Wisdom. Responsibility. Honesty. Forgiveness. Resilience. Perseverance.

St Mary's Church of England Primary School



Learn. Achieve. Grow. Flourish.

Religious Education (RE) Policy

POLICY: Religious Education
APPROVED BY: Headteacher
APPROVED DATE: July 2026
REVIEW DATE: July 2028
This policy is a non-statutory policy.

Our School Vision

St Mary's school vision is to embrace a Christian like way of living, learning and teaching.

As a Church of England primary school, we value and are ambitious for all children and are committed to providing a positive, happy, safe and stimulating environment for them to enjoy and excel in their learning; grow in confidence, resilience and independence; achieve their full potential and flourish as individuals.

'I instruct you in the way of wisdom and lead you along straight paths' (Proverbs 4:11)

Equality Statement

St Mary's CE Primary School is committed to ensuring that this policy is implemented in a way that promotes equality of opportunity, values diversity and fosters an inclusive environment for all members of the school community. We will not discriminate unlawfully against any individual based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation, in accordance with the Equality Act 2010.

BACKGROUND TO RELIGIOUS EDUCATION (RE) AT OUR SCHOOL

RE alongside the National Curriculum

The National Curriculum states the legal requirement 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." And: "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." (DfE National Curriculum Framework).

As RE is not nationally determined, St Mary's Church of England primary school follows a locally agreed syllabus of RE prepared by a local Standing Advisory Council on Religious Education (SACRE) and adopted by the Local Authority.

We use the Jigsaw RE programme as our scheme of work.

It is a requirement on schools and governing bodies to ensure that all learners gain their statutory entitlement to RE throughout all years of compulsory education. This has been part of statute since 1944, it was reinforced in the 1988 Education Reform Act, and it remains so today.

PURPOSE OF STUDY AND AIMS

We believe at St Mary's that RE both supports and strengthens what we aim to do in every aspect of school life. It supports the school values and vision and links with the fundamental British values. Our caring ethos and the value which we place on the development of the whole child spiritually, morally, socially, culturally, and intellectually, is reflected in the RE curriculum.

RE provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Purpose of Study:

At this school we aim to achieve high quality RE for all pupils. RE teaching provides pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews which give life value.

RE aims to enable pupils to become religiously and theologically literate so they can engage in life in an increasingly diverse society. It does not involve advising pupils about what religious views they should have but rather to assist them to gain shared human understanding, developing personal identity and searching for meaning in the context of evaluating different viewpoints.

Aims of the RE Curriculum

RE teaching and learning should allow children to:

- Know about and understand a range of religions and worldviews.
- Describing and making connections between different features of religions, discovering more about celebrations worship, pilgrimages, rituals which mark important parts in life to reflect on their significance.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Explore and describe a range of beliefs, symbols, and actions so that they can understand different ways of life and expressing meaning. Express ideas and insights about the nature, significance, and impact of religious worldviews.
- Observe and understand varied examples of religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews. Gain and deploy the skills needed to engage seriously with religions and worldviews.
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms, including (eg) reasoning, music, art and poetry.
- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
- 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, and express their own ideas clearly in response.

CONTENT AND APPROACH

From Reception classes to Year 6 pupils must:

- follow a coherent and systematic study of the principal religion of Christianity across each key stage and
- be introduced to the other five principal religions represented in Great Britain by the end of key stage 2

At St Mary's Church of England Primary School, we follow the Jigsaw RE approach to Religious Education. This is an enquiry-based learning approach from Foundation Stage to Year 6. Jigsaw RE meets the requirements of our locally agreed syllabus (*or the curriculum you are following if an Academy*) and is aligned to the non- statutory guidance described above.

By following Jigsaw RE at St Mary's, we intend that Religious Education will:-

- **Adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **Provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **Encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **Enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.

- **Teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
 - **Prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
 - **Develop a sense of awe, wonder and mystery.**
 - **Nurture children's own spiritual development.**
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- **Christianity is taught in every year group and develops children's learning, building on their knowledge and skills in a progressive way.**

Time Allocation for RE

The current governmental requirement for number of hours of RE is as follows:

- 4-5 years – 50 minutes per week or run as a block, to equate to 36 hours per year.
- 5-7 years – 1 hour per week or taught as a block, to equate to 45 hours per year.
- 7-11 years – 1 hour per week or taught as blocks, to equate to 45 hours per year.

How is RE organised in this school?

Jigsaw RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of teaching and learning theories and the need for adaptive teaching. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

WITHDRAWAL

- At St Mary's it is our practice to talk to parents to ensure that they understand the aims and value of the RE curriculum before honouring the right of withdrawal from RE.
- Parents of a pupil at a community, foundation or voluntary school have a right to withdraw their children from RE.
- If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn.
- Any parent who wishes to withdraw their child is expected to consult the headteacher.

At St Mary's, teachers will either block RE units or teach as weekly slots. RE is further enriched via RE Discovery days, including exploring festivals for times of the year (such as Easter and Diwali), celebrating special people as well as exploring Sacred Texts.

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. Through a range of strategies, such as enquiry, exploration, discussion, asking and answering questions, artefacts, visits and visitors of faith and belief, pupils are actively engaged in learning.

Teaching the programmes of study contributes to developing religious and theological literacy through religions and worldviews. Key Themes for Teaching RE at Orchard Primary (linked to the Leicestershire Agreed Syllabus). We explore 3 key ideas when teaching RE at St Mary's. These are:

- Believing (exploring belief, teachings, sources, questions about meaning and purpose and truth).
- Expressing (religious and spiritual forms of expression, questions about identity and diversity).

- Living (Religious practices and ways of living, questions about values and commitments).

RE in EYFS

Children in EYFS should encounter religions and worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject specific words and use all their senses to explore beliefs, practices, and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of and wonder at the world in which they live.

ASSESSMENT, RECORDING AND REPORTING

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions, recorded work and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- A personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- Knowledge and understanding of the material/religion being studied to answer the enquiry question.
- Evaluation/critical thinking in relation to the enquiry question

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly. In line with non-statutory guidance issued by the RE Council in 2013 (cited on page 1) descriptors of these aspects utilise age-related expectations of working towards, working at the expected attainment and working beyond.

Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation.

Reporting to Parents/Carers

The assessment process described above helps teachers report to parents/carers. Jigsaw RE enquiries give teachers meaningful evidence to cite in reports.

School reports are sent home in the summer term of each year and the RE report is written with reference to the records made or pieces of work retained.

PLANNING

In order to ensure that our aims are met, and the Programme of Study is covered at each key stage the school follows the Discovery RE Scheme of Work and the planning ideas linked to it. We also use Jigsaw RE alongside Discovery to strengthen our curriculum. Our schemes of work ensure that pupils have encountered and explored the religions through the EYFS and Key Stage/s 1 and 2. We have used a combination of teaching RE through the creative curriculum, RE days and as a separate subject, depending on the material which must be covered. The RE Subject Leader is available to help with planning.

Monitoring and evaluation

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

LEADERSHIP AND MANAGEMENT

The RE subject leader manages this area of the curriculum and is line managed by the curriculum senior leader. This policy is reviewed by the subject leader each year to ensure it still represents the values, vision and practice of the school.

Ratified by the Headteacher: Mrs S. Khan

S. Khan

Insert date

Appendix 1

Agreed syllabus Jigsaw RE Curriculum Map

Jigsaw RE Content

Jigsaw RE covers all areas of RE for the primary phase, Christianity plus one other religion is taught in each year group. The grid below shows specific enquiries for each year group. We have modified our curriculum in line with the Slough Local Authority and for the context of our school.

 RE Curriculum Map 2025-26						
Age Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (3-4/4-5)	Christianity and Judaism What makes people special?	Christianity What is Christmas?	Celebrations Sanatana Dharma (Hinduism)	What is Easter? Christianity concept: Salvation	Christianity, Islam, Sanatana Dharma, Sikhi What can we learn from stories?	Christianity, Islam, Judaism What makes places special?
Year 1 (5-6)	Christianity What do Christians believe about God?	Christianity What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Islam Who is God to Muslims?	Christianity Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Sanatana Dharma What might Sanatanis (Hindus) learn from the story of Rama and Sita and the celebrations of Diwali?	Judaism Who is God to the Jews?
Year 2 (6-7)	Christianity Is it possible to be kind to everyone <u>all</u> of the time?	Christianity Why do Christians believe God gave Jesus to the world?	Islam How important is the prophet Muhammad to Muslims?	Christianity How important is it to Christians that Jesus came back to life after his crucifixion?	Judaism Is Shabbat important to Jewish children?	Humanism What do Humanists believe?
Year 3 (7-8)	Sanatana Dharma (Hinduism) Does visiting the Ganges make a person a better Sanatani?	Christianity Has Christmas lost its true meaning?	Christianity Could Jesus heal people? Did He perform miracles or was there some other explanation?	Christianity What is 'good' about Good Friday?	Islam How important is the prophet Muhammad to Muslims?	Islam How important is the Qur'an to Muslims?
Year 4 (8-9)	Judaism What is the best way for a Jew to lead a good life?	Christianity What is the most significant part of the nativity story for Christians today?	Sikhi Why do Sikhs admire their Gurus?	Christianity Is forgiveness always possible for Christians?	Humanism What motivates Humanists to lead good lives?	Christianity Do people need to go to church to show they are Christians?
Year 5 (9-10)	Sikhi How far would a Sikh go for their religion?	Christianity Does belief in the Trinity help Christians make better sense of God as a whole?	Sikhi How are sacred teachings and stories interpreted by Sikhs today?	Christianity How significant is it for Christians to believe that God intended Jesus to die?	Sanatana Dharma (Hinduism) Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives?	Christianity What is the best way for a Christian to show commitment to God?
Year 6 (10-11)	Islam How is the Qur'an vital to Muslims today?	Christianity Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity Is anything ever eternal?	Christianity Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	Islam Does belief in Akhirah (life after death) help Muslims lead a good life?	Humanism How do inspirational people impact on how Humanists live today?