



RELIGIOUS EDUCATION POLICY

September 2025

This Religious Education Policy outlines the teaching, organisation and management of RE teaching and learning at Newlands Junior School.

It supports the overall aims, values and philosophy of the school.

We believe that Religious Education is the understanding of the faiths and beliefs of people, often involving the worship of God, which contribute to the plural society; it is also concerned with the deep meaning that individuals and groups make of their own experiences and how this helps them give purpose to their lives. We understand that:-

‘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.’

Agreed Syllabus for RE in Nottinghamshire 2020

Our aim is to ensure that all children will:-

‘know about and understand a range of religions and world views’

‘express ideas and insights of their own into the significant human questions which religions address’ whilst

‘gaining and deploying skills needed to study religion’

Agreed Syllabus for RE in Nottinghamshire 2020

Aims

- To stimulate and maintain pupils’ curiosity, interest and enjoyment in RE.
- To develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- To develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of some of the main religions represented in the UK.
- To develop an in depth knowledge of Christianity to reflect the Christian country we reside in.
- To develop positive attitudes of respect towards other people who hold different views and beliefs, and towards living in a society of diverse religions.
- To enhance children’s spiritual, moral, social and cultural development
- Develop an awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.
- Respond to such questions with reference to the teachings and practices of religions, relating them to their own understanding and experience.
- Reflect on their own beliefs, values and experiences in the light of their work.
- To develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- To develop and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- To promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- To promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation

- To develop pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society

We will achieve these aims by using our skills progression for RE, and the 3 areas of learning:-

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

There are strong connections between the programs of study and British Values, global learning, community cohesion and respect for all. Through RE, we constantly strive to reinforce our school values, whilst ensuring our children have respect for the protected characteristics within our society. The primary aim behind our RE teaching is to play a key role in developing the culture capital of each and every child. Whilst crucially helping in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so.

RE AND CULTURE CAPITAL



LEGAL REQUIREMENTS OF THE AGREED SYLLABUS for RE

Curriculum Time

In order to deliver the aims and expected standards of the syllabus a minimum of 5% curriculum time is strongly recommended. In practice, this means that the following is allocated to the teaching of RE:-

Key Stage 2: 45 hours of tuition per year. (Equivalent to 1 hour a week)

A flexible approach can often be good practice, and RE can be in 'blocks', or RE themed weeks can be used.

There is a common frontier between RE and some other subjects, such as English, History and Citizenship. However, when creative cross-curricular planning is used, it must be ensured that RE objectives are clearly taught.

Request for Children to be withdrawn

It is recognised that parents have the right to request that their children be withdrawn from Religious Education lessons – in its entirety or in part. To make such a request, they need to formally write to the head teacher.

The right of any member of staff to withdraw from the teaching of RE is recognised and respected.

Monitoring

Monitoring is carried out by the RE subject leader, in the following ways:

- Pupil voice
- Monitoring children's books and planning
- Displays
- Classroom observations
- Learning walks

TEACHING and LEARNING METHODS

Through an enquiry-based approach, children will be encouraged to raise questions involving Religious Education. In answering these questions, children will encounter a variety of creative and enjoyable learning activities, which will enable children to develop their thinking skills ability. Examples are role play and drama techniques, art and design, use of religious artefacts, photos, visitors, educational visits, festival days/afternoons, various thinking skills activities, discussions, debates and investigative stories.

Adaptive Teaching

The National Curriculum provides a broad and balanced education for all children. Throughout all teaching and learning at Newlands, we provide opportunities that enable all pupils to make good progress. We do this by setting suitable challenges and responding to each child's individual needs, as well as choosing activities to suit each year group and lesson. Teaching is adapted to meet the needs of all pupils. Appropriate support, whether adult support or the use of manipulatives or other extra learning resources, is given to any child that needs it to move their learning forwards.

E Learning

ICT will play an integral part in learning in RE. Children and teachers will use a variety of approaches to ensure that learning is effective. Lessons may be taught using power points and hyperlinks to websites on the interactive whiteboard and on laptops or iPads. Children will use ICT for research, investigations and presentation of their work.

Resources

- Religious artefacts
- Photo packs and posters
- Power points, DVD, video and other visual/auditory materials, ICT programs and websites
- Visits to religious places
- Visitors

Health and Safety

Health and safety regulations for class based lessons apply as for other subjects. For outdoor or off site activities please refer to Outdoor Visits Policy.

ORGANISATION

Please refer to the skills progression for RE and Christianity.

ROLE OF SUBJECT LEAD

- To have responsibility for securing high standards of teaching and learning in the subject and evaluate their effectiveness.
- To ensure that practices improve the quality of RE education throughout the school and raise standards of achievement.
- To inform future priorities and targets for the subject.
- To monitor, review and evaluate the quality and effectiveness of learning in RE.
- To support colleagues, identifying developments within their CPD as well as the coordinator's own CPD.
- To discuss with the Governor with responsibility for RE the progress of the policy through the school.

Monitor and Review

We continually review our objectives in relation to any changes in our school profile. Our objectives will sit in our overall school improvement plan and therefore will be reviewed as part of this process.