



# 'Where Stars Shine'

*Belonging, Ambition, Respect, Kindness*

# RELIGIOUS EDUCATION POLICY

Policy Lead Committee:	<b>Local Academy Committee</b>	In consultation with:	<b>Senior Leadership Team</b>
Approved by:	 R. Johnson, Chair of Committee	Date:	<b>20<sup>th</sup> November 2025</b>
Policy Date:	<b>Autumn Term 2 2025</b>	Review Date:	<b>Autumn Term 2 2027</b>
Review Frequency:	<b>2 Years</b>		



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## 1. Introduction

Religious Education (RE) holds a unique place in the curriculum. While not classified as a core or foundation subject, the 1988 Education Act affirms that RE has equal standing and is compulsory for all registered pupils. At Severnbanks Primary School, we value RE as a vital part of our pupils' personal, spiritual, and cultural development.

Religious Education is taught in our school because it makes:

*"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).*

As an academy, Severnbanks Primary School follows the locally agreed syllabus for RE, delivered through the Discovery RE programme. This enquiry-based scheme supports our inclusive and reflective approach to religious education.

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 [RE in English Schools Non-Statutory Guidance](#)
- RE: realising the potential Ofsted 2013 ([www.ofsted.gov.uk/resources/religious-education-realising-potential](http://www.ofsted.gov.uk/resources/religious-education-realising-potential))
- A Curriculum Framework for RE in England, REC 2013 [RE Review Summary.pdf](#)

This aligns with our school's commitment to nurturing respectful, reflective, and informed learners who can thrive in a diverse and modern society.

## 2. Philosophy for Children

Philosophy for Children (P4C) is embedded within our RE curriculum through the development of the 4Cs: Creative, Collaborative, Caring, and Critical thinking. Pupils are encouraged to use these skills to explore complex ideas, challenge assumptions, and engage in respectful dialogue about belief, values, and meaning.

## 3. Children with Special Educational Needs

At Severnbanks, we are committed to ensuring that all pupils, including those with SEND, access high-quality RE. We recognise that children may have different strengths and needs, and we adapt our teaching to ensure full participation.



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#### 4. The aims of our RE, using the Discovery RE Scheme of Work

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non-statutory guidance described above.

By following Discovery RE 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.**

#### 5. Discovery RE Content

Discovery RE ensures progression across year groups, with Christianity taught in every year and one additional world religion explored per year. This approach supports depth, breadth, and comparative understanding of belief systems.

##### 5.1 Foundation Stage 1/2

Discovery Enquiry	Religions studied:
What makes people special?	Christianity / Judaism
What is Christmas	Christianity
How do people celebrate?	Islam/Judaism
What is Easter?	Christianity



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What can we learn from stories?	Christianity / Islam / Hinduism / Sikhism
What makes people special?	Christianity / Islam / Judaism.

### 5.2 Year 1

Discovery Enquiry	Religions studied:
Does God want Christians to look after the world?	Christianity
What gift might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity
Was it always easy for Jesus to show friendship?	Christianity
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Christianity
Is Shabbat important to Jewish children?	Judaism
Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism

### 5.3 Year 2

Discovery Enquiry	Religions studied
Is it possible to be kind to everyone all of the time?	Christianity
Why do Christians believe God gave Jesus to the world?	Christianity
How important is it for Jewish people to do what God asks them to do? OR Does praying at regular intervals every day help a Muslim in his/her everyday life?	Judaism  Islam
How important is it to Christians that Jesus came back to life after His crucifixion?	Christianity
How special is the relationship Jews have with God? OR Does going to a Mosque gives Muslims a sense of belonging?	Judaism  Islam
What is the best way for a Jew to show commitment to God? OR Does completing Hajj make a person a better Muslim?	Judaism  Islam

### 5.4 Year 3

Discovery Enquiry	Religions Studied
Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? OR Does joining the Khalsa make a person a better Sikh?	Hinduism  Sikhism



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Has Christmas lost its true meaning?	Christianity
Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity
What is "good" about Good Friday?	Christianity
How can Brahman be everywhere and in everything? OR	Hinduism
Do Sikhs this it is important to share?	Sikhism
Would visiting the River Ganges feel special to a non-Hindu? OR	Hinduism
What is the best way for a Sikh to show commitment to God?	Sikhism

#### 5.5 Year 4

Discovery Enquiry	Religions studied
How special relationship is the relationship Jews have with God? OR	Judaism
Is it possible for everyone to be happy?	Buddhism
What is the most significant part of the nativity story for Christians today?	Christianity
How important is it for Jewish people to do what God asks them to do? OR	Judaism
Can the Buddha's teachings make the world a better place?	Buddhism
Is forgiveness always possible for Christians?	Christianity
What is the best way for a Jew to show commitment to God? OR	Judaism
What is the best way for a Buddhist to lead a good life?	Buddhism
Do people need to go to church to show they are Christians?	Christianity

#### 5.6 Year 5

Discovery Enquiry	Religions studied
How far would a Sikh go for his/her religion? OR	Sikhism
What is the best way for a Hindu to show commitment to God?	Hinduism
Is the Christmas story true?	Christianity
Are Sikh stories important today? OR	Sikhism
How can Brahman be everywhere and in everything?	Hinduism
How significant is it for Christians to believe God intend Jesus to die?	Christianity
What is the best way for a Sikh to show commitment to God? OR	Sikhism



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Do beliefs in Karma, Samsara and Moksha help Hindus lead better lives?	Hinduism
What is the best way for Christian to show commitment to God?	Christianity

### 5.7 Year 6

Discovery Enquiry	Religions studied
What is the best way for a Muslim to show commitment to God?	Islam
How significant is it that Mary is Jesus' mother? OR Do Christmas 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 2000 years after Jesus was on Earth?	Christianity
Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)	Islam

## 6. Organisation of RE

Discovery 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 preferred learning styles and the need for differentiation. 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.

## 7. Differentiation/SEND

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS1 and 2, each enquiry has exemplars for those children working towards the learning objective, at the expected level for this age group and those working beyond the expected level of achievement.



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## 8. Assessment

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 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.

## 9. Recording and Tracking Progress

Teachers use an overview sheet for each enquiry to record pupil progress, which supports whole-class tracking and subject leader monitoring. Assessment data is added to the school's tracking system to inform planning and ensure progression.

## 10. Reporting to Parents/Carers

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

## 11. 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.



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## 12. External Contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

The British Values agenda is intrinsic to Discovery RE and a map of coverage is available on request.

RE is an important subject in contribution to the schools development as a Rights Respecting School.

External contributors from the community; local clergy, local members/speakers from other religions make a valuable contribution to the RE programme as do visits to places of worship.

## 13. The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each others' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

## 14. Involving Parents and Carers

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme.

- Parents/carers have the right to withdraw their children from all or part of the Religious Education.
- Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child.
- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs.
- Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.



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- As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

## 15. Links to Other policies and Curriculum Areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Collective Worship
- Teaching and Learning Policy
- Equalities Policy
- Safeguarding and Child Protection Policy
- SMSC Policy
- British Values
- Prevent Strategy

## 16. Training and Support for Staff

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding RE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

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**This policy is available on the school website: [Severnbanks Primary School - Policies](#)**

*Paper copies are available on request from the School Office*