



Co-headteachers: Kerrie L Clowes MA BA (Hons) PGCE NPQH/ Emma E Doyle BA (Hons) PGCE NPQH

Deputy head: Sarah L Booker BA (Hons) QTS

Assistant head: Joel M Edwards MA BA(Hons) QTS

Scrooby Road, Harworth, Doncaster, South Yorkshire, DN11 8JT

Tel: 01302 742477

Email: office@harworth.snmat.org.uk

RE Policy

March 2026

Review date: September 2026



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Our pledge is for every member of our school family to 'gain a heart of wisdom' every day. We aim to live wisely as we **Amaze** with our knowledge, zest for learning and kindness to ourselves and others. We aim to live well as we **Achieve** our full potential in a happy, caring and fully inclusive environment based on the core values of Christianity. We use our wisdom and hearts to **Aspire** to reach great heights as we take flight on our individual journey of endless possibilities.

Amaze. Achieve. Aspire

to

'Gain a heart of wisdom' Psalm 90 v 12

Our school curriculum for Religious Education is a vital part of our pledge to 'gain a heart of wisdom' every day. Through R.E., children are encouraged to explore faith, values, and beliefs with curiosity, respect, and empathy—Amazed by the richness of diverse traditions and the depth of Christian teachings. We nurture a zest for learning by creating space for thoughtful dialogue, reflection, and spiritual growth. As pupils Achieve their full potential, they develop moral understanding and a strong sense of identity within a safe, inclusive environment rooted in our Christian ethos. R.E. helps children to Aspire by guiding them to make wise choices, understand others, and contribute positively to the world around them. With wisdom at the heart of their learning, pupils take flight on their individual journeys, inspired by the endless possibilities of faith, compassion, and understanding



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At Harworth Church of England Academy, Religious Education (RE) is taught in accordance with the *Nottingham City and Nottinghamshire Agreed Syllabus for RE 2021–2026*, which remains current until the revised syllabus is adopted from 2026 onward. This syllabus requires pupils to learn about Christianity as the principal religious tradition in Great Britain while also taking account of other major world religions and appropriate non-religious worldviews.

We believe that RE is vital in preparing children for life in a multi-faith, multicultural society. RE is an academic subject and is not designed to convert pupils or promote any particular religious belief. Instead, it supports pupils to develop religious literacy, respectful understanding, and the ability to engage thoughtfully with a range of beliefs and worldviews. This reflects statutory expectations for non-confessional RE in Church of England schools.

As a distinctively Christian school, we teach Christianity in depth using the *Understanding Christianity* resource alongside the locally agreed syllabus. This ensures a coherent approach to exploring Christian theology, including key beliefs, biblical texts, and the life and teachings of Jesus. The resource follows a systematic, conceptual model that builds progressively on children’s learning through the use of “core concepts” and Christian values.

At Harworth Church of England Academy, every child is encouraged to grow in wisdom through a wide variety of curriculum experiences. Opportunities are provided for pupils to develop and express their interests, reflect spiritually, and think deeply about themselves and the wider world. Each class has a reflection area and a *Flights of Faith* book, which offer space for personal expression, questions, and responses to key events in the Christian calendar and themes explored in collective worship.

RE contributes significantly to pupils’ personal development and to community cohesion by promoting mutual respect, dignity, and understanding. It supports pupils in developing identity and belonging, preparing them for adult life in modern Britain through the cultivation of empathy, curiosity, critical thinking, and respectful dialogue. RE challenges prejudice, fosters discernment, and equips pupils to live alongside others with tolerance and integrity. It supports safeguarding by helping pupils to recognise and resist extremist or discriminatory attitudes through strengthened critical thinking and understanding of diverse worldviews.



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Aims

Our aims in Religious Education are to:

- Teach RE in accordance with the Nottingham City and Nottinghamshire Agreed Syllabus 2021–2026, complemented by the *Understanding Christianity* resource.
- Develop secure knowledge and understanding of Christianity and other major world religions, as well as appropriate non-religious worldviews, as required by statutory guidance.
- Ensure that British values and universally shared values are embedded across the RE curriculum.
- Support children’s spiritual, moral, cultural, and social development.
- Foster awe, wonder, and appreciation of the world.
- Encourage exploration of deep questions of identity, meaning, purpose, and value.
- Create an environment where children can form and express their own ideas while understanding and respecting the beliefs of others.
- Inspire curiosity and enjoyment in learning about religion, culture, and worldview.
- Use a wide range of teaching strategies to provide a reflective, open, and inclusive learning atmosphere.
- Enable child-initiated thinking and enquiry within a clearly structured and well-sequenced curriculum. (Updated wording to ensure compliance with CE expectations for academic rigour.)
- Use collective worship to support children’s spiritual development, sense of community, Christian values, and appreciation of awe and wonder (not as a substitute for RE, which remains a separate academic subject).
- Teach about the beliefs, practices, and traditions of the Anglican Church as part of our distinctive Christian character.
- Educate for:
 - **Wisdom, knowledge and skills**
 - **Hope and aspiration**
 - **Community and living well together**
 - **Dignity and respect**



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Aims - Nottingham Agreed Syllabus

In line with the locally agreed syllabus, the aim of RE is for pupils to:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights into significant human questions addressed by religions and worldviews.
- Gain and use skills needed to study religion and belief.

Teaching and Learning Approaches

We teach RE using a wide range of strategies, including:

- Visits to places of worship
- Pilgrimages
- Books and high-quality texts
- Artefacts and visual resources
- Photographs, video, television, and audio
- Visitors who speak about their own beliefs and practices
- Stories and narratives
- Engagement with pupils' families and communities
- Opportunities for reflection and discussion
- Use of ICT
- Expressive arts



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Key Stage Expectations

Early Years Foundation Stage (EYFS)

By the end of EYFS, pupils will begin to notice similarities and differences in the ways people live. They will:

- Use photographs and simple images to observe aspects of home life within at least two different religious or cultural contexts.
- Identify things that are the same and things that are different between these homes and their own.
- Recognise that people live differently and that not everyone shares the same experiences, beliefs or traditions.

This early work supports pupils in beginning to understand diversity in religion and worldviews and reflects the syllabus expectation that children explore meaningful experiences and similarities/differences in people's lives.

Key Stage One (Ages 5–7)

In KS1, pupils build foundational knowledge of religions and worldviews by exploring familiar and unfamiliar stories, images, and ideas. They will:

- Look at religious artwork from a variety of global contexts (e.g., depictions of Jesus from different cultures) and link these to relevant religious stories or texts.
- Begin to notice how stories are expressed differently in art and think about why these differences exist (e.g., cultural context, community tradition).



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• Be introduced to a range of voices and perspectives to understand that such stories are important to many people as part of organised worldviews.

• Identify that these stories may include guidance on how to live, examples of important people, or ideas about God—and also

recognise that not everyone sees these stories in the same way.

These expectations reflect the syllabus aim for pupils to know about and understand a range of religions and worldviews and express simple insights.

Lower Key Stage Two (Ages 7–9)

In Lower KS2, pupils deepen their enquiry skills and start to explore big ideas within religions and worldviews. They will:

- Ask questions about meaning, purpose and identity, expressing their own ideas and making connections with their experiences.
- Explore how religious worldviews help some believers make sense of life and shape daily living—for example, by investigating ideas such as belief in God, salvation, submission, karma or samsara.
- Examine stories or texts that illustrate these key concepts and discover how such texts are interpreted by different people.
- Reflect on how interpretations may vary depending on whether someone is an adherent of the worldview or not, including pupils' own viewpoints.

This progression aligns with the syllabus requirement for increasingly analytical thinking and for pupils to gain skills needed to study religion.

Upper Key Stage Two (Ages 9–11)

By Upper KS2, pupils explore religions and worldviews in deeper, contextual and comparative ways. They will:

- Ask questions about the influence of context on a person's worldview.
- Use and interpret data, interviews, images and case studies to explore the differences in lived experience, such as being a Muslim in a Muslim-majority country (e.g., Indonesia) compared with being a Muslim in the UK.
- Consider opportunities and challenges that arise from these differing contexts and how these shape identity, practice and community belonging.



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- Reflect on how similar contextual factors might affect non-religious worldviews (e.g., Humanism), comparing life within secular versus religious-majority societies.

- Reconsider their own context and examine how it shapes their personal worldview, beliefs, values and assumptions.

Scrooby Road, Haverorth, Doncaster, South Yorkshire, DN11 8JT

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Religious Education and SEND

RE is accessible to all pupils. Teachers adapt learning, provide scaffolded support, and ensure full participation by meeting individual needs.

Assessment and Monitoring

Teachers assess RE using criteria drawn from the locally agreed syllabus and the *Understanding Christianity* framework. Evidence may include written work, discussion, artwork, and pupil voice. The RE Subject Leader monitors progress through lesson observations, planning reviews, work scrutiny, and data analysis.

Right to Withdraw Statement

Parents and carers have the legal right to withdraw their child from Religious Education (RE) and/or from Collective Worship. This right applies to all pupils in state-funded schools, including academies, as set out in national legislation.

If a parent or carer wishes to withdraw their child - wholly or partially - from RE they should inform school. If parents would like to discuss with the school how we deliver RE, this can be arranged.

All requests will be managed sensitively to ensure that no pupil is disadvantaged or stigmatised.



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