



PIPWORTH COMMUNITY PRIMARY SCHOOL



Article 2: I have a right to have all of my rights as a child.

Article 14: I have a right to have my own thoughts, belief and to choose my religion.

Article 30: I have a right to speak my own language and follow my family's way of life.

RELIGIOUS EDUCATION POLICY

Intent

Our children will leave Pipworth Community Primary School with the ability to critically reflect and respond with tolerance and respect to key concepts of belonging, beliefs, and practices, forms of expression, identity and diversity. Children will be able to appreciate and have the vocabulary to articulate beliefs, concepts of the world, values and commitments clearly. They will then be able to explain the significance and impact of different ways of life and ways of expressing meaning. Children will be able to recognise the diversity which exists within and between communities. As a result children will have a sense of belonging to their school community and wider community, including their place in the world.

Implementation

- We will begin the teaching of religious education in Foundation Stage as the children begin to encounter religions and other world views through learning about special people, books, times, places and objects.
- As the children move into Key Stage 1 they will build on their earlier work using the Agreed Syllabus as the guidelines for teaching and learning. Teaching and learning will focus around Christianity, Islam and Judaism, alongside understanding of non-religious approaches to life. Aspects of other faiths will be included as appropriate, such as teaching about specific faiths or rituals.
- At Key Stage 2 teaching and learning will be extended to the study of Sikhism, Hinduism and Buddhism alongside developing understanding of non-religious approaches to life.
- At all key stages, strong links will be made with the teaching of English. Stories, plays and poems from the bible and other religious and moral sources will be shared with the children.

- Religious Education will become a stimulus and a springboard for the development of oracy, writing and for the development of thinking and reasoning skills.
- Art, design technology and drama will be closely linked with Religious Education as children use these subjects to communicate what they have learnt.
- On every appropriate occasion, teachers will use first-hand experience, visits, visitors, artefacts, Awareness, Values and Actions (AVA) and the local and wider environment to engage children's interest and imagination.
- Through their understanding of the different faiths and beliefs children will be encouraged to develop their feelings and empathy and understanding for others.
- Through their understanding of world religions, children will develop an understanding of the British society in which they live.
- Children will learn about rights and responsibilities, moral, spiritual, social and environmental issues.
- We will use financial resources to build up an extensive collection of resources, artefacts and books to support the teaching of Religious Education.

Impact:

The children at Pipworth enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their R.E. learning, the children are able to make links between their own lives and those of others in their community and in the wider world, developing an understanding of other people's cultures and ways of life. As such, R.E. is invaluable in an ever changing and shrinking world.

Our Subject Leader monitor the effectiveness of the RE curriculum through carrying out regular subject 'dip-ins'. These evaluations are quality assured by the Curriculum Lead and Senior Leadership. A RAG evaluation is carried out every three years.

The effectiveness of RE is also monitored through pupil voice throughout the course of the year.

Teaching and Learning

RE teaching focuses on a reflective approach to learning by encouraging an open and honest enquiry, an awareness of prejudice, a growing self-understanding and respecting the rights of others to hold beliefs different from their own.

Teaching RE should contribute to pupils' knowledge and understanding and provide opportunities for reflection in these six key areas.

- Belief and Teachings – e.g. stories, prophets, founders, books, God/gods, truth, life after death
- Religious Practices and Lifestyles – e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, effects on individuals
- Ways of Expressing Meaning – e.g. art, music, literature, symbolism, poetry, dance, drama, prayer, silence/stillness
- Human Identity, Personality and Experience – e.g. preferences, relationships within family and community, influences on own lives, inspirational people
- Questions of Meaning and Purpose – e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, ultimate questions of life raised by life experiences
- Values and Commitments – e.g. values, ethics, principles, rules, moral dilemmas

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning styles. Visits and visitors enable children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith. Role play encourages children to learn through familiar or unfamiliar settings and ask questions from their own encounters. Artefacts enable children to explore items which are precious and/or used in religious worship, encouraging respect whilst deepening knowledge.

The Sheffield Agreed Syllabus 2024 asserts the importance and value of religious education (RE) for all pupils, with on-going benefits for an open, articulate and understanding society. The following purpose statements underpin the syllabus,¹ which is constructed to support pupils and teachers in fulfilling them:

- Religious education contributes dynamically to children and young people's education in schools by provoking 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.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

SEN

Through the RE curriculum we provide high quality teaching for all our pupils including those with SEND. We do this through:

- Scaffolding
- Explicit Instruction
- Technology
- Cognitive and Metacognitive strategies: chunking, collaborative learning, pre teaching vocabulary, revisiting prior learning
- Flexible groupings
- Quality Interventions
- Rosenshine's Principles of Instruction

RE in other curriculum areas

English

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy have religious themes or content, which encourages discussion,

and this is RE's way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information, in order to develop their writing ability.

Personal, social and health education (PSHE) and citizenship

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Spiritual, moral, social and cultural development

Through RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Spiritual, Moral, Cultural and Social Education

Although RE does make an enormous contribution to SMSC development it is a whole-school responsibility. Our RE lessons support the school's overall ethos; they sometimes offer more in the way of spiritual or moral education than other subjects but every subject and every teacher has a duty to promote pupils' SMSC development.

The 'spiritual' should not be confused with 'religious'. Spiritual development refers to the aspects of the child's spirit which are enhanced by school life and learning, and may describe the 'spirit' of determination, sharing or open-mindedness. Spiritual development describes the ideal spirit of our school.

Moral development is about exploring and developing pupils' own moral outlook and understanding of right and wrong. It is also about learning to navigate the fact of moral diversity in the world. RE is extremely well-suited to exploring social and personal morality in significant ways

Social development refers to the ways young people are shaped in schools with an eye on the sort of society we wish to create in the future. Developing children and young people socially means giving them the opportunities to explore and understand social situations and contexts they may encounter in school or outside.

There are two meanings associated with 'cultural' development, and RE embodies both of them. Firstly the term refers to the pupils' own home culture and background, whether religious or not, and secondly the term describes our national culture.

Pipworth aims to prepare all our children to participate in Britain's wider cultural life, whatever their own background.

RE and ICT

ICT enhances RE, wherever appropriate, in all key stages. The children select and analyse information, using the Internet and CD-ROMs. They also use ICT to review, modify and evaluate their work, and to improve its presentation. Older children use PowerPoint to help them to make presentations on various topics, such as sacred symbols in different world religions. Younger children can take photographs of the class acting out a Bible story. A digital video camera can record a visit to a place of worship, and pupils can also find the various artefacts in churches by doing virtual tours on church websites.

Planning

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.”

The subject coordinators provide each year group with medium-term planning and knowledge organisers. This planning has been carefully developed to ensure progression of knowledge and skills. Planning is pertinent to our school’s curriculum but ideas for lessons and resources have been adapted from SACRE agreed Syllabus for Sheffield to ensure that our aims are met at each key stage. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit. Progression is planned into the scheme of work so that the children are increasingly challenged as they move up through the school. This agreed syllabus requires that all pupils develop understanding of Christianity in each key stage. In addition, across the age range, pupils will develop understanding of the principal religions represented in the UK, in line with the law. These are Islam, Hindu Dharma and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study in thematic units.

RE in the Early Years Foundation Stage

Pupils should encounter religions and world views through special people, books, times, places and objects and by visiting places of worship. Continuous provision that includes RE outcomes and goals is central to this model of RE for the Foundation class. Pupils should listen to and talk about stories. Pupils 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.

The Focus of RE for KS1

Enables children to develop their knowledge and understanding of religions and world views. They find out about simple examples of religion that are local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. Pupils should be given opportunities to reflect on how their own beliefs and values are similar and different to those of people who follow different religions.

The Focus of RE for KS2

Enables pupils to extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. Pupils should be given opportunities to reflect on how their own beliefs and values are similar and different to those of people who follow different religions.

Withdrawal

The school must comply if a parent requests that a pupil should be wholly or partly excused from attending or participating in any Religious Education sessions in the school.

To avoid misunderstandings, a parent wishing their child to be withdrawn from any aspect of Religious Education must discuss this with the Headteacher. The Headteacher will also seek to establish:

- The religious issues about which the parent would object to the child being taught.
- The practical implications of withdrawal and the circumstances in which the school can reasonably be expected to accommodate parental wishes.
- How much advance notice of the Religious Education session/unit of work, if any, does the parent require?

Requests for withdrawal are rare at Pipworth Community Primary School. The school accepts the approach that teachers *“teach, not preach.”*

Assessment

In RE, by the end of each key stage, pupils are expected to know, understand and apply the concepts, skills and processes specified in the relevant Programme of Study, as in all subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study. Assessment for learning will take place on a continual basis using techniques such as teacher observation, group discussions and questioning. On completion of a piece of learning, the teacher marks and comments as necessary. Assessment of key skills will take place at the end of a unit and judgements will be moderated within year groups. Teachers will also use end of unit assessments to inform their judgments.

The RE leader monitors teaching and progress by:

- Informal discussions with teachers, LS and children
- An annual resource audit
- Assessing work and progress
- Observing lessons

The role of the Subject Leader:

There is a designated RE Co-ordinator to oversee the planning and delivery of RE within the school.

The coordinator will be responsible for

- Raising standards in RE as a national curriculum subject and evaluating the effectiveness of teaching and learning within the subject
- Facilitating the use of RE across the curriculum in collaboration with all subject coordinators as well as liaising and consulting with outside agencies where appropriate
- Developing their own role as subject leader through e.g. research, National College
- Providing or organising training to keep staff skills and knowledge up to date through up to three staff meeting slots per year
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of the RE curriculum and reporting to the SLT on the current status of the subject.
- Reporting the current status of the subject to designated School Governors.
- Action Planning linked to whole school priorities
- Updating the policy annually

Support from SLT/Curriculum lead will be given to subject leaders in order to further develop their role through:

- Mentoring subject leaders new to role
- Developing the role of subject leaders and providing professional development opportunities
- Guidance for Action planning linked to whole school priorities
- Support for monitoring
- Professional Development Opportunities for subject leaders e.g. National College, NPQ

Marking

It is expected that children will receive instant feedback within lessons in order to improve and further their learning and that RE work in books will be marked and feedback provided where necessary.

Homework

See homework policy.

Resources

We have sufficient resources in our school to be able to teach all our RE teaching units. We keep resources for RE in a central store, where there is a box of equipment for each unit of work. There are Bibles and a collection of religious artefacts which we use to enrich teaching in RE. The school library has a supply of RE topic books and computer software to support the children's individual research.

Monitoring

The RE subject leader, alongside the SLT, is responsible for having an overview of coverage through – book sampling, monitoring displays and discussions with teachers and pupils. Specially allocated time to is used to review evidence of the children's work, and to observe RE lessons across the school. The quality of teaching and learning in RE is monitored and evaluated by the R. E. Leader as part of the school's agreed cycle of monitoring. Subject dip-ins are carried out every half term as well as drop-in lesson observations that are undertaken by the RE coordinator where appropriate in the school year. A RAG document will be maintained and reviewed every 3 years.

Visits/Contacts

Pipworth Community Primary School maintains links with St. Aidan's Church on City Road. Classes visit the Churches as part of the curriculum. Reverend can be approached to visit the school to talk to the children about various aspects of Christianity and he has attended assemblies both as a speaker and a guest. School has also made links with other faith communities for example by arranging visits to a local mosque. A further link may be made with other Sheffield schools in different catchment areas. The Internet is also a valuable resource and staff have used Virtual Churches, Mosques and Temples.

Remote Home Learning

In the event of a school closure or 'bubble' having to self-isolate, work will be put onto Google Classroom for children to access from home as closely matched to lessons and learning taking place in school at that time. Paper copies of any work will also be available for families to collect from the school office or sent home with children. Children completing work on Google Classroom will be given feedback on their work. Where specific resources may be needed these lessons will be taught when the children return to school.

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