



RE Policy

July 2025

Signed by Chair of Committee	
Print Name	Jeanette Kirkby
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Rise Park Primary and Nursery School Religious Education Policy
March 2021

Intent

As a school, we believe that Religious Education (RE) should contribute dynamically to the education of our young people, provoking challenging questions about human life, beliefs, communities and ideas. In RE, pupils learn from religions and worldviews about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and worldviews and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and worldviews.

Through this, our young people are enabled to develop and be confident in their own beliefs and values so that they can respect the religious and cultural traditions of others in the school community and in wider society. RE at Rise Park also makes a key contribution to enabling pupils to consider British values, including tolerance and respect for people who hold different faiths and world-views.

Aims

Our curriculum aims to ensure that all our pupils:

1. Know about and understand a range of religions and worldviews, so that they can:
 - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
 - Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews;
 - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:
 - Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
 - Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;
 - Appreciate and appraise varied dimensions of religion.
3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
 - Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
 - Enquire into what enables different communities to live together respectfully for the wellbeing of all;
 - Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

Implementation

As a Nottingham City School, we base our RE curriculum on the Agreed Syllabus for RE in Nottingham City and Nottinghamshire which parallels the requirements of the DfE National Curriculum Framework. The scheme is adapted and structured to suit the needs of our children and to make links with the wider curriculum at Rise Park.

We take a flexible approach to when the teaching of RE occurs each term in order to ensure every topic is covered in the academic year alongside the other curriculum subjects and meet the legally required teaching time for RE according to the DfE guidance. On the whole, we opt for a themed curriculum approach to RE where the lessons in the topic are blocked together across a few weeks of teaching, alternating with the other foundation subjects. This allows a deep and continuous experience of RE. Weekly lessons of RE can take place where this is more appropriate for structuring RE within the wider curriculum.

Curriculum organisation

Our RE curriculum is engaging and interactive using story, music, drama, discussion, research and IT to enable deepening engagement from every child. Through their time at Rise Park, children will have learnt from and about 4 of the principle religions represented in the UK in great depth. As well as this, they will explore aspects of other key faiths and worldviews as they are integrated into the topics studied, explored in assemblies and through the sharing of religious beliefs and faiths held by their peers in their classrooms. The curriculum is structured so that knowledge and skills progress through each year group, allowing the children to build on their prior knowledge, understanding and skills. Topics are based around an enquiry question which shapes the rest of the unit.

EYFS:

- RE is integrated into the topic work based on the areas of the Early Years Foundation Stage Profile. They encounter different religions and worldviews through the exploration of religious and faith celebrations across the calendar in planned play and a mixture of adult-led and child-initiated activity.

Year 1:

- **Celebrations and Festivals;** Who celebrates what and why? (Christianity and Judaism)
- **Myself and caring for others;** How do we show we care for others? (Christianity and Judaism)
- **Beliefs and Teachings;** What can we learn from stories about Jesus? How do religious stories make a difference to people's lives? (Christianity)
- **Symbols in religious worship and practice;** In what ways are churches/synagogues important to believers? (Christianity and Judaism).

Year 2:

- **Believing;** What do Jewish people believe about God, creation, humanity and the natural world? (Judaism)
- **Leaders;** What makes some people inspiring to others? (Christianity and Judaism)
- **Belonging;** What does it mean to belong? (Christianity)
- **Story;** How and why are some stories important in religions? (Christianity and Judaism)

Year 3:

- **Belief and questions;** What difference does it make to be a Christian? (Christianity)
- **Religion, family and community: Prayer;** How do religious families and communities practice their faith? (Christianity and Islam)
- **Worship and sacred places;** Where, how and why do people worship? (Islam, Hinduism and Christianity)

- **Inspirational people from the past;** What can we learn from inspiring people in sacred texts and in the history of religion? (Islam, Christianity, Judaism, Humanism)

Year 4:

- **The journey of life and death;** Why do some people think life is like a journey? What do different people think about life after death? (Christianity, Hinduism, Islam)
- **Symbols and religious expression;** How do people express their religious and spiritual ideas on pilgrimages? (Islam, Hinduism, Christianity, non-religious worldviews).
- **Spiritual expression;** Christianity, music and worship: What can we learn? (Christianity and also the idea of being spiritual.
- **Religion, family, community, worship, celebration, ways of living;** How do Hindu families practice their faith? What are the deeper meaning of some Hindu faiths? (Hinduism)

Year 5:

- **Inspirational people in today's world;** What can we learn from great leaders and inspiring examples in today's world? (Religions selected by school but possibly examples from Islam, Hinduism, Christianity and possibly non-religious views).
- **Religion and the individual;** What matters to Christians? What is expected of a person in following a religion or belief? (Christianity)
- **Beliefs and questions;** How do people's beliefs about God, the world and others have impact on their lives? (Islam, Hinduism, non-religious world views)
- **Beliefs in action in the world;** How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in a charity and generosity? (Religions selected by the school, perhaps Christianity, Islam, Hinduism and non-religious world views).

Year 6:

- **Beliefs in action in the world;** What was the Kindertransport? Who resisted and rescued? How can we be Upstanders today? (Judaism)
- **Wisdom and authority;** What can we learn by reflecting on words of wisdom from religions and world views? (Religions selected by school; non-religious world views to also be considered)
- **Religion, worldviews, family and community;** What contributions do religions make to local life in Nottingham City and Nottinghamshire? (Select from Christianity, Islam, Hinduism, Judaism, and non-religious world views).
- **Beliefs in action in the world;** How do religions and beliefs respond to global issues of human rights, fairness, social justice and the importance of environment? (Christianity, Hinduism, Humanism.

Individual year groups have the flexibility to alter the order of these topics in their year groups to allow for cross-curricular links to be made with other subject areas.

Celebrations and assemblies

Children are exposed to and explore further faiths, religions and non-religious worldviews, beyond those covered in the curriculum, in weekly school assemblies and key celebration days across the calendar, further promoting our aims of respect and understanding of others. We have regular contact with leaders from the local church who visit to hold assemblies for our children.

Trips and visitors

Our children's learning in RE is enhanced through planned visits to local places of worship and through visitors invited to school. Children are immersed in real experiences of faith and religion. Each year group has either a trip to a place of worship or a visitor from a different faith to enhance their experiences of different religions.

British Values

The teaching of RE at Rise Park contributes to pupils' explorations of British values through the lessons taught in this curriculum.

1. Mutual tolerance – pupils are challenged in every lesson to be increasingly respectful and to celebrate diversity.
2. Respectful attitudes – lessons are designed to develop mutual respect between those of different faiths and beliefs, promoting an understanding of what society gains from diversity.
3. Democracy – respectful discussion and debate is an integral part of RE learning at this school, where children learn to respect perspectives and understand we all share responsibility to use our voice and influence for the wellbeing of others.
4. Rule of Law – by examining religious codes, commandments, rules or precepts, children learn that fairness requires that the law apply equally to all, irrespective of status or wealth.
5. Individual liberty – the curriculum allows pupils to consider questions about identity, belonging and diversity, learning what it means to live a life free of constraints.

Cultural capital

At Rise Park, we recognise the contribution RE can make to enhancing our pupils' cultural capital. The rich knowledge we aim to impart of the cultural and religious milieu in which our children are growing up has high value in the world of work and in social life more generally that we are preparing our pupils for. Our LA based curriculum is designed to contribute in the following ways:

Experiences in RE which enhance cultural capital: Being able to explore the culture and values of different religions and worldviews. Receiving visitors from different faith communities. Visiting places of worship from different faith communities. Engaging with music, dance, drama and the arts inspired by religions and worldviews. Recognising expressions of religion in culture: food, symbols, dress.	Opportunities to demonstrate cultural capital: Collaborative teamwork activities that enable learners to express their own culture and beliefs in creative ways. Engaging in activities which enable learners to see, experience and use for themselves 'the best that has been thought and said' in religions and worldviews. Chances to participate in making cultural experiences that have lasting positive impact on the learners, e.g. in performance of music, dance, drama or worship.
A religiously educated young person: skills and competencies include: The skills needed to navigate a society in which different cultures and religions are present. The skills of listening and dialogue which enable mutual understanding and respect. The skills needed to contribute to enabling inclusive communities, e.g. in class or school, to flourish for the wellbeing of all. Simple examples include meeting and greeting others, engaging in conversation, sharing food with respect to differences of culture and recognizing examples of religious expression.	Skills and competencies in cultural capital which RE offers The ability to speak confidently about their engagement with and appraisal of religious and spiritual aspects of culture. The ability to engage with and respond for themselves to dilemmas of belief and value in their society. The ability to relate without embarrassment or fear to people who are different, being polite, showing interest and always avoiding negativity such as ridicule. The ability to make and enjoy cultural 'products' such as art, music, dance, drama in the context of RE.

Assessment in RE

Assessment in RE is based on skills criteria as well as knowledge. In every lesson, children focus on 'learning from' as well as 'learning about' religion. Teachers assess children formatively based on the skills progression linked to their year group using evidence gathered in the classroom through discussion and in their lesson activities recorded in books. Summative assessments are then completed on an assessment grid each unit to track where the children are working at in RE. This grid is then passed to the next year group at the end of the year.

Displays

Every classroom has a curriculum display which shows key learning from their half-termly/termly topics. RE work, key vocabulary, books and artefacts are displayed on this board, or elsewhere in the classroom, to support children's learning.

Monitoring and evaluation

The RE subject leader, in liaison with the SLT, monitors planning and books for RE and give supportive feedback to staff. The subject leader supports staff with updates and CPD.

Intended impact

- Pupils will know and understand the key beliefs and teachings of the religions studied in local, national and global contexts.
- Pupils will be able to express insights and ideas of their own into human questions which religions address.
- Pupils will be able to reflect for themselves on what they learn about religion to make their own responses.
- Pupils will be confident in their own beliefs and values and be able to express these.
- Pupils feel able to disagree with others but know how to do this respectfully.
- Pupils will be respectful of others who may hold differing views and beliefs to their own.