



Aspiration and Achievement for All

Religious Education Policy 2025

Adopted by the Senior Leadership Teams of
New Road and Park Lane Primary and Nursery Schools

Aspire Learning Trust

on 16th June 2025

Religious Education (RE) Policy

The Subject Leader for RE is Mr Litten

Aims and Objectives

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. We develop the children's knowledge and understanding of Christianity and the major world faiths, (mainly Islam, Judaism, Hinduism).

We address fundamental questions concerning for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity, but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

The objectives of teaching Religious Education in our school are to help children:

- develop an awareness of spiritual and moral issues arising in their lives
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain
- develop an understanding of what it means to be committed to a religious tradition
 - be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today
- develop investigative and research skills, and make reasoned judgements about religious issues
- have respect for other people's views and celebrate the diversity in society.

Right to Withdrawal

RE is provided for all pupils and is inclusive and broad minded. Parents do have the right to withdraw pupils from RE, on the grounds that they wish to provide their own religious education. If they wish to do this, they must make an appointment with the head teacher.

Teaching Approach

We use the three components of an explicit teaching approach to ensure that all children learn in a clear and supported manner (see Teaching and Learning Policy).

Explicit teaching often follows the "I do, we do, you do" framework. This structured approach ensures that teaching progresses systematically:

1. **I do:** The teacher demonstrates a skill or concept, making their thinking process visible to the class.
2. **We do:** The teacher and students practise together, guided by the teacher.
3. **You do:** Students practise independently, applying what they've learnt.

The Curriculum

(Please also refer to the School's Curriculum Policy)

Each unit of learning contains clearly defined knowledge that children will learn. In addition to what we would like the children to know we also provide opportunities for children to apply knowledge skilfully. This is detailed in our progression of skills document for Religious Education.

Early Years

We teach Religious Education to all children in the school, including those in the Early Years. In both Nursery and Reception, Religious Education is an integral part of the topic work covered during the year. We relate the Religious Education aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five.

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Hinduism	Christianity	Christianity	Christianity	Islam	Islam
Diwali	Christmas Story	Going to Church	Easter Time	What do Muslims believe?	Eid

Years 1 to 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Islam	Christianity	Islam	Christianity	Judaism	Hinduism
Year 1	Islam 1.1 Who do Muslims believe?	Christianity 1.1 The Christmas Story as told traditionally in the UK.	Islam 1.2 What do Muslims do to express their beliefs?	Christianity 1.2 What happens during the Easter Story?	Judaism 1 What is Shabbat and why is it important to Jews?	Hinduism 1 Exploring Hinduism: Brahma
Year 2	Islam 2.1 How is Allah described in the Qur'an?	Christianity 2.1 The Christmas Story according to Matthew- who were the wise men and what was special about their gifts?	Islam 2.2 What does the Qur'an say about how Muslims should treat others and live their lives?	Christianity 2.2 The Easter story revisited	Judaism 2 Are Rosh Hashanah and Yom Kippur important to Jewish children?	Hinduism 2 Exploring Hinduism: deities
Year 3	Islam 3.1 What do the main concepts in Islam reveal about the nature of Allah?	Christianity 3.1 The Christmas Story according to Luke - why did God want shepherds to know about the birth of his son?	Islam 3.2 What happens at most Muslim weddings and why?	Christianity 3.2 Special Easter Events During Holy Week	Judaism 3 What is a synagogue and how do Jews Pray?	Hinduism 3 Puja

Year 4	Islam 4.1 Festivals and the ways in which they relate to Muslim beliefs.	Christianity 4.1 How does the Christmas Story differ in the Gospels of Luke and Matthew?	Islam 4.2 What is the purpose of visual symbols in a mosque?	Christianity 4.2 The trial and crucifixion of Jesus	Judaism 4 Abraham is regarded as the father of the Jewish people.	Hinduism 4 Aum
Year 5	Islam 5.1 Recap of the Five Pillars (see KS2 Compulsory Unit: Community - Islam) with an emphasis on linking the practices with the beliefs that underpin them	Christianity 5.1 Mary and Joseph, what does the bible tell us about the 'parents' of Jesus?	Islam 5.2 why do Muslims travel from Peterborough to Makkah?	Christianity 5.2 The Resurrection and its importance	Judaism 5 Moses: what are the ten commandments? How and why did God give Moses the commandments?	Hinduism 5 Diwali
Year 6	Islam 6.1 How are Muslim beliefs expressed in practice?	Christianity 6.1 In the Gospel, according to Matthew, baby Jesus was in great danger. Why? How did he escape?	Islam 6.2 A deeper understanding of Salat. How and when do Muslims pray five times a day?	Christianity 6.2 The stories of encounters of Jesus after his resurrection. The ascension.	Judaism 6 The Torah: the first five books of the bible? Explore how Jews use the Torah to guide their lives?	Hinduism 6 Kumbh Mela Festival

Assessment

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess the progress of individual children. Assessment is built into RE throughout the lesson. There is planned opportunity for day-to-day assessment against clear intended learning outcomes.

Individual attainment in RE is assessed by class teachers using our school marking policy, to maintain lesson by lesson feedback and understand next steps to be built on and where individual needs sit. Teachers will also use assessment sheets/quizzes at the end of each unit to give a basic assessment of what has been learnt.

Monitoring and Review

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. S/he is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for RE in the school.

After monitoring either the books or the medium-term planning, the subject leader presents the Headteacher with a report which evaluates strengths and weaknesses as well as indicating areas for further improvement. The subject leader also undertakes lesson observations, giving personalised feedback and pointers for improvements when required. This policy will be reviewed at least every two years

Review of the Policy

The policy will be reviewed within the cycle of the School Development Plan. Alterations and amendments will be incorporated into a revised policy based on the review.