Religious Education Policy

Date agreed by Governors	Autumn 2026
Next Review	Autumn 2028

Linked Documents
Newham Agreed Syllabus for RE - We are Diverse. We are Newham. re-syllabus-parent-primary
School Standards and Framework Act 1998: Section 71 (1) School Standards and Framework Act 1998
Collective Worship Policy
Teaching & Learning Policy
Marking and Feedback Policy
Assessment Policy

The United Nations Convention on the Rights of the Child (UNCRC) articles which inform this policy are:

- Article 3: The best interest of the child must be top priority in all decisions and actions that affect children
- Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 28: Every child has the right to education. Discipline in schools must respect children's dignity and their rights.
- Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and their environment.
- Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

School's Purpose: To prepare pupils for lifelong success

School's Vision: At Godwin Junior School we:

- Value everyone
- Instil a love of learning
- Seek and encourage talent
- Inspire resilient learners
- Open minds to develop responsible global citizens
- Nurture confident, articulate individuals

Intent

At Godwin Junior School, we firmly believe that Religious Education is a crucial first step in the process of developing the British Values of Mutual Respect and Tolerance, as well as the vital life-skills of understanding and empathy. It also encourages pupils to develop their sense of identity and belonging through self-awareness and reflection, whilst contributing to their personal development and well-being; as enshrined in Article 30 of the UNCRC: Every child has the right to learn and practise the religion of their family.
Our RE curriculum and teaching aim to promote the spiritual, moral, social, emotional, cultural and intellectual development of our pupils by supporting the development of the Learning Power of Curiosity. Children are encouraged to explore and respond to those aspects of religion and human experience which raise fundamental questions of belief and value.
Through progression within the teaching and learning of RE across the school, we seek to develop pupil's knowledge of world religions and non-religious beliefs as well as their understanding and awareness of the principles, values and traditions of others within our multicultural society, seeking to combat stereotypes and prejudice.

Implementation

Children are given the opportunity to learn about Humanism and the 6 principal religions in the UK (Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism). Using the Standing Advisory Council on Religious Education (SACRE) curriculum as a base for our differentiated and personalised planning, RE units of work are taught over one day per half-term and, where possible, are linked to religious festivals (i.e.: Diwali and Christmas). This provides opportunities to celebrate festivals and religions with greater relevance and immersion. Religious Education is taught through class discussion, written work, sharing of experiences and lifestyles, as well as practical activities (art, drama, visits to places of worship in the local area, exploration of artefacts and visitors to the school).

Students are able to investigate 'Big Questions' across their year groups through the following Learning Disciplines, or 'lenses':

- Empathy (to recognise the personal meaning of topics - for themselves as well as others)
- Theology (to think like a theologian - to understand the questions that believers would ask about their own faith)
- Experiential Learning (to think and discuss - What impact do religions and worldviews have on people's everyday lives?)
- History (to explore RE through historical evidence, accounts and interpretation of beliefs);
- Debate (to think and argue logically, providing evidence to ethical questions that religions and worldviews engage with)
- Philosophy (to explore questions and answers raised through considering the nature of knowledge, existence, and morality)

These lenses allow for a more focused approach to planning and delivery of lessons - children are made aware of which lens they will be focusing on within each lesson. This is evident in teacher planning.

Learning is presented in RE books through a variety of outcomes, for example: written pieces, reflections, Venn diagrams, artwork and photographs. Pupils are encouraged to describe, explain and analyse beliefs and practices in order to recognise the diversity which exists within communities and amongst individuals. Via our teaching and learning, we are creating well-rounded global citizens who are understanding and respectful of the beliefs and faiths of others. Opportunities for pupil-led discussion are woven throughout our lessons, allowing children to learn from one another and debate in a secure and open-minded environment, further showcasing the British Values of Mutual Respect and Tolerance.

Lessons are planned with every child in mind; adaptive teaching is used to cater for the needs of all pupils and our engaging teaching incorporates exciting visuals and media to appeal to all pupils in order to achieve maximum engagement and progress. We embed the Learning Powers within RE planning, teaching and learning, enabling children to develop these successfully. Our pupils are given regular opportunities to self and peer mark and to reflect on what they have achieved through focused marking and structured feedback, allowing them to extend and/or consolidate their understanding.

Subject leader monitoring - including pupil interviews - and focused feedback are given priority and completed regularly. This ensures that the teaching of RE is targeted and effective - at all times, for all our children, including those with Special Educational Needs.

To further enhance our curriculum, we invest time in the Continuous Professional Learning of our teachers, allowing us to keep abreast of any changes and developments to the subject and SACRE scheme of work. This way, we are always up-to-date and able to give the best to all the children at Godwin Junior School.
At the end of each unit of work, pupils are assessed via a task that is matched to the learning that they have acquired.

Impact

The impact of our RE curriculum is that we have successfully fostered the British Values of Mutual Respect and Tolerance, which is evident in our children's attitudes towards others. Godwin pupils are encouraged to develop their own perspectives and to respect and appreciate the beliefs and worldviews of others. Our pupils enjoy - and are excited about - RE, and they feel confident about expressing their ideas and evaluating the views of others, through respectful and lively discussion. Our RE curriculum helps our pupils to develop a sense of identity and belonging, as well as a respect for diversity and tolerance. Pupils leave Godwin Junior School with a solid understanding of different religions and their place in society and the world, as well as a strong personal moral and ethical framework.

Teaching and Learning

We base our teaching and learning in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our curriculum is carefully planned to enable pupils to build on their own experiences and extend their knowledge and understanding of religious traditions through engaging with the subject. RE may be taught through role play and drama, storytelling, discussion and debate, artefacts, videos and many other sources. Our curriculum overview ensures that during their time at Godwin Junior School, our pupils will have visited a range of places of worship from the major world faiths. In addition, we aim to invite people with different beliefs into our school to talk about special events/celebrations within their religion. We recognise that experiences such as this consolidate the learning that has taken place and enable pupils to experience at first-hand what they have seen in the classroom. We visit places of worship as guests and learners NOT as worshippers.

In line with displays in other curriculum areas, those in RE aim to be thought-provoking and interactive, as well as to inform and celebrate children's work.

The Role of the Subject Leader

The RE Subject Leader is responsible for promoting the subject across the school and continually improving the standards of teaching and learning in RE through:

- Providing a strategic lead and direction for RE across the school.
- Ensuring the profile of RE is maintained, and all teachers are working collectively towards the goals of RE.
- Proactively researching developments in RE pedagogy and practice which might impact on the subject, trialling potential changes and innovations and ensuring that the subject develops in an innovative direction.
- Seeking opportunities to undertake CPL and develop Personal Learning Networks.
- Monitoring standards and in so doing, identifying strengths and areas for development across year groups and the school.
- Drafting and implementing an Action Plan to address areas for development.
- Evaluating the impact of their own actions and adjusting future plans accordingly.
- Taking the lead in policy development.
- Identifying and sharing best practice through INSET and by offering 1:1 planning support to colleagues.
- Purchasing and organising resources.
- Establishing links with outside agencies to further develop RE teaching and learning.
- Considering enrichment opportunities, for example: educational visits, outside-agency visits and special projects.

Resourcing

Our wide selection of religious artefacts is carefully embedded within lessons to pique children's interest and support teaching and learning. Through respectfully handling and having the opportunity to look carefully at items with a religious significance, our pupils become more engaged and develop a deeper understanding of their importance. In addition, our school library is well-stocked with a wide range of books about different beliefs and festivals which children can either read at Godwin or choose to take home.

Assessment

For each area of study, there is an over-arching question which children will be asked to reflect on. These questions are drawn from the Medium Term planning and reflect the learning and knowledge that the children will have acquired by the end of each particular unit. Our teachers ensure that all children are able to access and respond to these questions, potentially in different ways, so that their level of understanding of that topic can be accurately assessed.

Legal Right of Withdrawal

Under the School Standards and Framework Act 1998: Section 71 (1), parents/carers have the legal right to withdraw their child from RE lessons. Parents/Carers are requested to put this request in writing to the Head Teacher. The School will keep a record of any such requests.