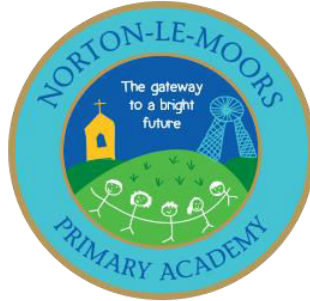


RE Policy



Approved by:	Eileen Harvey	Date: 01.09.2026
Last reviewed on:	01.09.2026	
Next review due by:	01.09.2027	

RE is to complement the aims of the wider curriculum. An effective RE curriculum supports the personal development of the children.

Aims and purposes

- To develop an understanding of the fundamental ideas of religious belief and practice.
- To become aware of some of the ways in which people have approached and answered questions concerned with the meaning and purpose of existence and some of the ways in which these approaches have shaped social life and attitudes.
- To develop a thoughtful and creative attitude to human experience and to form their own personal values and beliefs.
- To foster an attitude of enquiry towards the experiences and practices of religious life and encourage a willingness to respect and empathise with others' perceptions and perspectives on life.
- To engage pupils with key questions arising from the study of religion so as to promote their spiritual, moral, social, cultural, emotional, intellectual and physical development.

General Objectives

The pupils are familiar with the language, imagery and rituals which convey religious ideas from Christianity, Islam, Hinduism and Judaism. Pupils understand the nature of Christian beliefs and practices, their importance and influence in the lives of believers and in the development of mankind.

The children develop the skills of investigating and enquiry, including observing, imagining, listening, recording, classifying, questioning, comparing and contrasting. They can interpret, look for meaning and recognise different kinds of evidence.

Pupils can reflect on and express their ideas through a variety of forms and can take responsibility for their own actions and lifestyle (see R.S.E. Policy)

The children have an insight into and awareness of others' experiences and feelings.

They are curious about religious questions, beliefs and practices.

They show integrity in their own personal values and a willingness to be open to different forms of understanding.

Pupils demonstrate a respect for self and others, a respect for difference and an understanding of others' feelings, needs and rights including freedom and belief.

Religions and Beliefs to be studied

In key stage 1 and 2 learning will be focused around Christianity, Hinduism, Islam and Judaism. Teachers may use examples of Sikhism if appropriate. RE will always be made relevant to children with non-religious and religious backgrounds.

Teaching Styles

A wide range of teaching methods are employed:

- Visits by members of faith communities
- Whole school assemblies/visitor assemblies
- Visits to local place of worship
- DVD's and CD ROMs
- Exploring artefacts
- Internet
- Reflection
- Discussion and questioning
- Group, class and individual work
- Exploring the nature and purpose of places of worship
- Recording in a variety of verbal, written and creative media
- Relating to other curriculum areas as appropriate
- Displays
- Active learning

Inclusion

At the Inspirational Learning Academies Trust we teach a Religious Education to all children, whatever their ability. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Through our RE teaching we will make sure that potential barriers to learning for individuals and groups are addressed. In particular for those children with special educational needs or disabilities, gifted and talented children and children for whom English is a second or additional language.

Scheme

In RE we follow the guidelines in the Stoke-on-Trent Agreed Syllabus 2026-2031. In order to teach RE we adapt materials from other relevant resources to create medium term plans to meet the needs of our classes each year.

Assessment

The agreed syllabus provides descriptions on 8 levels of attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. Assessment is completed by class teacher observing the children in their knowledge and understanding of RE. RE will be monitored throughout the year and placed in the assessment profiles. This approach to exemplifying standards aims to clarify our understanding of what makes for quality in learning about religion and learning from religion.

Monitoring and Evaluation

The subject leader formally monitors and evaluates RE half-termly. Pupil interviews are conducted throughout the year to ensure children can articulate their learning. Book scrutinies take place.

Resources

Resources are located in the RE area in the resource room.

We note the right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Please refer to the RE subject leader or head teacher any questions from parents about withdrawals. There are no pupils withdrawn from RE at present.

Inspirational Learning Academies Trust

Religious Education Policy (R.E) POLICY



Inspirational Learning Academies Trust

Religious Education Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	The Early Years Foundation Stage Curriculum					
Year 1	1.2 Who do Christians say made the world?	1.3 Why does Christmas matter to Christians?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)	1.5 Why does Easter matter to Christians?	1.7 Who is Jewish and how do they live? Part 1	1.7 Who is Jewish and how do they live? Part 2
Year 2	1.1 What do Christians believe God is like?	1.6 Who is a Muslim and how do they live? Part 1	1.6 Who is a Muslim and how do they live? Part 2	1.4 What is the 'good news' Christians believe Jesus brings?	1.10 What does it mean to belong to a faith community?	1.8 What makes some places sacred to believers? (C, M)
Year 3	2.1 What do Christians learn from the Creation story?	2.10 How do festivals and family life show what matters to Jewish people?	2.4 What kind of world did Jesus want?	2.5 Why do Christians call the day Jesus died 'Good Friday'?	2.9 How do festivals and worship show what matters to a Muslim?	2.12 How and why do people try to make the world a better place? (C, M, J, NR)
Year 4	2.7 What do Hindus believe God is like?	2.8 What does it mean to be a Hindu in Britain today?	2.3 What is the 'Trinity' and why is it important for Christians?	2.6 For Christians, when Jesus left, what was the impact of Pentecost?	2.2 What is it like for someone to follow God?	2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5	2.1 What does it mean if Christians believe God is holy and loving?	2.8 What does it mean to be a Muslim in Britain today?	2.3 Why do Christians believe Jesus is the Messiah?	2.9 Why is the Torah so important to Jewish people?	2.4 How do Christians decide how to live? What would Jesus do?	2.10 What matters most to Humanists and Christians? (C, M, J, NR)
Year 6	2.2 Creation and science: Conflicting or complementary.	2.11 Why do some people believe in God and some people not?	2.7 Why do Hindus try to be good?	2.5 What do Christians believe Jesus did to 'save' people?	2.6 For Christians, what kind of king is Jesus?	2.12 How does faith help people when life gets hard?