

# Sherwood Primary School

## RE Policy



January 2026

We are Sherwood. Each of us unique.  
As one family, we thrive and excel together.

# Sherwood Primary School

## RE Policy



### Sherwood Curriculum Rationale

We aim to provide a creative and challenging curriculum that inspires our children and prepares them for life in a culturally diverse and ever-changing world. High expectations, inclusive approaches and excellent teaching will form the basis of all our work. Our pupils will have the opportunity to explore, ask questions, discover and become resilient, independent learners. Our Curriculum will prepare our children for life-long learning.

Inspire • Explore • Achieve

### Values

Teaching and Learning at Sherwood Primary School is underpinned by six core values.

The 6 Sherwood Core-Values are:

- Honesty
- Perseverance
- Respect
- Adventure
- Aspiration
- Independence

Alongside our core values, we also promote the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs across the curriculum.

### Equality Statement

We aim to provide the highest possible education for all children at Sherwood Primary School. The ethos of our school clearly reflects our commitment to fully including, respecting and supporting all members of our school community whatever their cultural background, belief, gender, race or disability.

At Sherwood, we believe that equality should permeate every aspect of School life and is the responsibility of every member of our School Community.

Every member of our School Community should feel safe, secure, valued and of equal worth. We are committed to ensuring equality of education and

opportunity for all pupils; irrespective of race, gender, gender variance, disability, belief, religion socio-economic background or sexual orientation.

It is our aim to understand and tackle the different barriers which could lead to unequal outcomes for different groups of pupils in School. The Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. It is our aim to celebrate and value the equal opportunity achievements and strengths of all members of our School Community.

## Rights Statement

All children have the right to an education, access to information in the media, freedom of thought, expression and respect. At Sherwood, these rights are shown throughout our Religious Education Curriculum.

## Purpose of study

Religious Education makes a distinctive contribution to the school curriculum by developing pupils' knowledge and understanding of religion, religious beliefs, practices and traditions, which have an influence on individuals, communities and cultures. It enables pupils to respond to a range of important questions related to spiritual development and the meaning and purpose of life.

## Curriculum Aims

The aim of Religious Education is to support pupils' personal search for meaning by engaging enquiry into the question 'What is it to be human?' - exploring answers offered by religion and belief. (Lancashire Agreed Syllabus for Religious Education, 2021) The curriculum for Religious Education aims to ensure that all pupils:

- Know about and understand a range of religions and worldviews, so they can:
  - Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
  - Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
  - Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- Express ideas and insights about the nature, significance and impact of religions and worldviews, so 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, including ethical issues; and
  - Appreciate and appraise varied dimensions of religion or a worldview.
- 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 individuals and communities to live together respectfully for the wellbeing of all; and
  - Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

## Provision

The content of the Religious Education programme at Sherwood Primary School draws on the Agreed Syllabus and the Lancashire Field of Enquiry model, ensuring 'meaningful and child centred RE' for our pupils with the question 'What does it mean to be human?' at its core.

The exploration then requires the following four areas:

- Shared human experience - the nature of human being
- Living religious tradition - principal religious traditions encountered in the world
- Beliefs and values - which lie at the heart of these traditions
- The search for personal meaning – a lifelong quest for understanding.

The Lancashire Agreed Syllabus for Religious Education 2021 outlines: Christianity should be studied at each key stage to 'reflect the fact that the religious traditions in Great Britain are in the main Christian'. The other major religious traditions of Great Britain (Islam, Hinduism, Judaism, Sikhism and Buddhism) should be studied across the key stages.

## Early Years Foundation Stage

In the Early Years Foundation Stage, children will study Christianity and make comparisons with other religions and worldviews with represent the school/local community. Encounters with other religions should be primarily promoted via stories, rhymes, songs and artefacts with specialist vocabulary taught alongside. A multi-sensory, play based approach should be promoted.

Teachers should enable children to develop characteristics of effective learning by providing opportunities to:

- Investigate and experience new things
- Play and explore
- 'Have a go': concentrating, persevering, developing strategies
- Develop own ideas, problem solve and follow lines of enquiry

## Key Stage 1

In Key Stage 1, pupils begin to gain an understanding of the connections between the Abrahamic faiths through a progressive study of Christianity and Islam and encountering Judaism. They will be also introduced to Dharmic traditions through a progressive study of Hinduism and encountering Buddhism and Sikhism. They will also encounter non-religious worldviews.

## Key Stage 2

In Key Stage 2, Pupils will build on their learning from Key Stage 1 by continuing to progress their knowledge and understanding of Christianity, Islam and Hinduism. They should also encounter the other major world religions and non-religious world views. This means that the curriculum is broad and balanced, but also allows for a depth of knowledge and understanding of the religions that are studied progressively.

## Time Allocation

The time allocated to Religious Education follows the recommendations in the Agreed Syllabus document, that each Unit of Curriculum requires an allocation of not less than 5% curriculum time.

As a result of the way in which the curriculum is organised at each Key Stage and in each Year Group, the amount of time allocated to Religious Education in any week may differ. Religious Education may be provided in a 'whole block' or the time may be divided up into smaller sessions. However, over the whole year, class teachers ensure that all children have equal access to the required amount of Religious Education curriculum time.

## Withdrawal from Religious Education

It is recognised that parents have the right to withdraw their child from Religious Education – in its entirety or in part. If a parent chooses to withdraw their child from Religious Education then arrangements are made for that child to be withdrawn during Religious Education lessons by the class teacher in consultation with the Headteacher.

## Spiritual, Moral, Social and Cultural Development

RE provides opportunities to promote:

**Spiritual development**, through helping pupils recognise the beauty and diversity of the world. An awareness of different faiths will also help children understand their place in, and understanding of, the world. RE provides opportunities for children to learn about different cultures and expressions of faith throughout the world.

**Moral development**, through helping pupils reflect on the choices they make in life and the role that faith may play in such decisions.

**Social development**, through helping pupils to recognise the need to consider the views of others when discussing their beliefs and opinions. Teamwork will also be important as children present and discuss their thoughts, views and opinions.

**Multicultural development**, through exploring different faiths the children can gain knowledge of different cultures, learning tolerance and understanding of cultural diversity.

## Global learning through RE

As well as the opportunity to explore knowledge and understanding about the world, RE also engages our pupils in different ideas and perspectives on it, and whether some approaches might present a partial, incomplete or stereotyped view of particular parts of the world.

In this way the RE classroom becomes an ideal setting in which young people can address the key Global Learning Programme aims, which are to:

- Help young people understand their role in a globally-interdependent world and explore strategies by which they can make it more just and sustainable
- Familiarise pupils with the concepts of interdependence, development, globalisation and sustainability
- Enable teachers to move pupils from a charity mentality to a social justice mentality
- Stimulate critical thinking about global issues both at a whole school and at pupil level
- Help schools promote greater awareness of poverty and sustainability
- Enable schools to explore alternative models of development and sustainability in the classroom.

RE is also central to the key areas of knowledge identified by the Global Learning Programme:

- Knowledge of developing countries, their economies, histories and human geography
- Knowledge of the basic elements of globalization
- Knowledge of different ways to achieve global poverty reduction and the arguments around the merits of these different approaches
- Knowledge and understanding of the concepts of interdependence and sustainability
- Supporting enquiry and critical thinking about development and development issues.

## Links with other areas of the curriculum

As well as making its own contribution to the school curriculum, RE contributes to the wider aims of primary education.

### **English**

With careful planning RE can provide opportunities for children to develop and apply their literacy skills. Reading and writing skills are essential to the enquiry based RE curriculum, when collecting information and source materials, making notes and following instructions. They need to be able to communicate in ways appropriate for the task and audience, for example, writing an opinion to share as a part of a debate. Discussion, drama and role play are aspects of the programmes of study as children develop their understanding of different viewpoints and perspectives. Evaluating the impact of faith in people's lives requires children to articulate their ideas and to compare and contrast their views with those of other people. Good oral communication skills can be developed as the children collaborate in fieldwork

### **Computing**

The use of technology can help children's learning in RE providing access to a wealth of information and experiences. This enables the children to research different faith practices for example. Technology also provides different ways for children to share and present their findings, such as in a presentation, a video or audio recording.

### **History**

There are close links between the two subjects. A study into the practices of different faiths can require an understanding of the origins of those practices and how such practices have changed over time.

### **Geography**

Studying different beliefs presents a wonderful opportunity to see where these beliefs began and how faith is celebrated differently around the world.

## Health & Safety

Teachers are aware that care needs to be taken when handling artefacts and ensure the safety of all children during all activities.

Visits to places of worship are also part of the RE Curriculum to develop an understanding of how different faiths are practised. When visits are arranged for the pupils, they must be well organised and provide a stimulating experience of a high quality. The pupils should prepare well for the visit and use the experience to good effect in the classroom on their return. The visit should be well planned by the class teacher or leader with the safety and welfare of the pupils of paramount importance.

The following Health & Safety issues must be taken into consideration:

1. A preliminary visit should be made by the teacher in charge
2. Parents must be fully informed of any visits outside the school grounds, with consent forms signed
3. All voluntary helpers must be fully aware of the procedures and their areas of responsibility
4. The children must be fully supervised at all times, with extra care taken near busy roads
5. The school policy of 1:6 to be followed at KS2, and 1:4 at EYFS and KS1.

Please see the visits policy for more detailed information.

## Assessment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Each Class teacher is responsible for recording their pupil's progress against the objectives for that Unit of work. Whether the pupil is below expectations, in line with expectations or exceeding expectations will be recorded at the end of each academic year and passed on to the next teacher. Comments will be made on the end of year report and passed on to parents.

At the end of Key Stage 1 and 2 levels of attainment are recorded and reported to SACRE.

## Role of the Subject Leader

The Subject Leader is responsible for helping staff to plan Religious Education for a particular class or year group and monitoring and evaluating the provision for RE in the School. Monitoring and evaluation may take place by means of a number of methods including:

- Looking at children's work
- The analysis of teachers' planning as seen in Long and Short-Term Plans



- Discussion among groups of staff or the whole staff
- Classroom observation
- Talking to pupils and gathering pupil voice

The Subject Leader draws up an annual Position Statement and Action Plan for Religious Education each year. This is in the same cycle as the School Development Plan. The Action Plan outlines what the Subject Leader plans to do in relation to the RE Policy, Scheme of Work, resources, monitoring of Religious Education and includes a detailed budget plan.

The Subject Leader advises class teachers as to how to contact local faith communities with the aim of organising visits from /to a particular community.

The RE Subject Leader is responsible for maintaining RE resources, and for monitoring their use. The current lists of resources are examined each year before purchases are made. Staff are asked to submit to the RE Subject Leader requests for any resources which they require to be added to the existing stock.

## Role of the Teacher

Class teachers are responsible for their own class organisation and teaching style in relation to Religious Education, while at the same time ensuring these complement and reflect the overall aims and philosophy of the school.

Within any one class, children are given the opportunity to work as a class, as individuals and as part of a group. The choice of class organisation will be determined by the learning task or activity and the resources being used. We promote teaching in Religious Education that is creative and involves open enquiry and first-hand experiences wherever possible.

The syllabus is implemented in school by means of a multi-sensory approach such as:

- looking at and handling religious artefacts
- looking at photographs, posters and books
- visiting faith communities and listening to visiting speakers in school
- listening to and responding to stories and poetry e.g. through drama or art
- using ICT resources

At Sherwood Primary School, Religious Education is taught by individual class teachers and Higher-Level Teaching Assistants. However, the right of any member of staff to withdraw from the teaching of Religious Education is recognised and respected.

## Special Educational Needs and Disability

Children with Special Educational Needs will have access to the full RE curriculum. Some children may find difficulty on field trips, for example, due to their physical disability or medical needs. Additional support will be given to these children enabling them to take a full and active role. Tasks will also be adapted where necessary so that the children can succeed. Sensitive grouping should also minimise difficulties, combined with a multi-sensory approach.

## Equal Opportunities

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links which are and can be made between home, school and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils.

All teaching and non-teaching staff at Sherwood Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances have access to the whole curriculum and the opportunity to make the greatest progress possible in all areas of the curriculum while in our school.

All children will be encouraged to take an active role in RE activities. Visits to places of worship will be arranged so that all children can take part.

## Governing Body Involvement

At Sherwood, there is a named Governor for Religious Education. Their role is to meet termly with the RE subject leader to discuss the latest developments within the subject at Sherwood. They are also invited to attend relevant school INSET. They may be involved in book and planning monitoring exercises and take part in learning walks through the school. The Governor's role is to be a 'critical friend' asking questions that encourage clear thinking and positive support throughout the school.

Governors are invited to meet with their Subject Leader or visit School on a termly basis (at least) and to report back to the Governing Body after each meeting with the Subject Leader.

## Links with other Policies

These may be read in conjunction with the RE Policy for further information.

- Planning
- Visits
- Role of subject Leader

- Health and Safety
- Equal Opportunities
- SEND
- Professional Development
- Assessment and Record Keeping

## Monitoring and Evaluation

Termly monitoring and evaluation will be conducted in line with the School Monitoring and Evaluation Schedule.

Evaluation and review of the Policy for RE and any schemes of work will take place in line with the School Development Plan.

## Approval

Approval date: January 2026

Review date: January 2027

Signed (Headteacher)



Signed (Chair of Governors):

