



Walter Halls Religious Education Policy

Reviewed: Autumn 2025 Next Review: Autumn 2027

Religious Education Policy

Vision:

At Walter Halls, we aim to teach an ambitious RE curriculum that allows our children to gain a rich knowledge of world religions. We believe that Religious Education gives students valuable insights into the diverse beliefs and opinions held by people today. It helps with their own personal development and supports an understanding of the spiritual, moral, social & cultural questions that surface again and again in their lives.

Through high quality provision, we aim to ensure that our children:

-  Become responsible citizens, understanding the importance of tolerance and compassion
-  Be proud of their heritage and to value other cultures
-  Empathise with others from different perspectives
-  Be proud of individuality and stand up for what is right
-  Treat one another equally and with acceptance

Legal requirements for the teaching of RE:

The National Curriculum states the legal requirement that, 'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

-  promotes the spiritual, moral, cultural, mental and physical development of children.
-  Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

All state schools must teach religious education. Although there is no National Curriculum for RE, all maintained schools must follow the national curriculum requirements and follow a syllabus that is agreed on locally by the Standing Advisory Council on Religious Education (SACRE). At Walter Halls the syllabus we follow is the Nottingham City and County Agreed Syllabus for RE.

Parent/Carer's right to withdraw from RE:

At Walter Halls, it is our belief that all children should receive Religious Education in school and we advise against withdrawing children from RE sessions. However, we recognise that parents have the legal right to withdraw their children from RE sessions and so we ask all our families to consider the following points before deciding to withdraw:

- RE is a part of a child's overall learning experience – it is part of receiving a broad range of learning in every year of their time at primary school. This can help them to problem-solve, form safe options and share their thoughts and ideas on a range of other subjects in the future
- RE is not delivered in a way to push one particular religion as being more important than another – we are a multi-faith and diverse school and will always teach children the facts about a particular religion without offering opinion on which religion should be 'believed' and followed
- If children are withdrawn they will need to be taken out of their normal classrooms and placed elsewhere. Parents and carers may be asked to be part of supporting this alternative provision if no other option can be found in school – delivering RE in school is compulsory and these lessons will continue in all year groups

If a parent or carer wishes to withdraw their child from the provision of RE in school or a particular session being taught, they should put their request in writing to the headteacher. The head teacher

and RE coordinator will then arrange to meet with carers to discuss their reasons for the withdrawal and what alternative provision will be provided. Parents will be unable to withdraw their children from sessions where other areas of the curriculum such as Geography or History, touch on religious teachings.

Intent:

Our Religious Education Curriculum aims to:

- 🌀 To develop Religious Education through the Nottingham and Nottinghamshire agreed Syllabus for all children irrespective of culture, race, religion, disability, gender and social background.
- 🌀 To promote and support the spiritual, moral, social and cultural development of our pupils.
- 🌀 To develop our pupils' knowledge and understanding of religion, religious beliefs, practices, language and traditions.
- 🌀 To provide opportunities for all pupils to learn and achieve
- 🌀 To encourage respect, sensitivity, tolerance and cultural awareness by teaching about religions represented in our school and local community.
- 🌀 To provide pupils with opportunities to develop enquiring minds.
- 🌀 To explore our shared human experience and the questions of meaning and purpose which arise from our experiences.

Religious Education at Walter Halls aims to explore religion in the following 4 areas:

Beliefs: know and understand the main world beliefs and practices, recognising the diversity that exists between communities.

Symbols/people: explore the impact of symbolism in world faiths and find out about influential people within those communities.

Places and buildings: find out about significant places to world faiths and how religious buildings are used within these faiths.

Celebrations: explore celebrations across world faiths

Religious education at Walter Halls Primary promotes education for citizenship and is a key aspect of our role to promote the British Values of Mutual Tolerance, Respectful Attitudes, Democracy, The Rule of Law and Individual Liberty to our children.

Implementation:

RE teaching focuses on enabling children to think not only from their own perspective but also as global citizens. We place an emphasis on making RE a practical subject with visits, discussion, practical activities, songs and stories. We focus on helping children to build their knowledge but also think of links and connections and to empathise.

In planning and delivering RE lessons, we use 'Rosenshine's Principles of Learning' to ensure that the teaching is based on cognitive science and research. The principles are:

- 🌀 Begin a lesson with a short review of previous learning.
- 🌀 Present new material in small steps with student practice after each step.
- 🌀 Ask a large number of questions and check the responses of all students.
- 🌀 Provide models.
- 🌀 Guide student practice.
- 🌀 Check for student understanding.
- 🌀 Obtain a high success rate.

-  Provide scaffolds for difficult tasks.
-  Require and monitor independent practice.
-  Engage students in regular reviews.

The teaching and planning of RE:

RE at Walter Halls is taught as a discrete, stand-alone subject but links are made to other curriculum areas where appropriate. Curriculum planning in RE is organised into a topic overview for each year group and then detailed curriculum plans for each year groups. These are published on our website. Planning for each RE lesson forms part of each class teacher's short-term weekly planning.

As the main faith of Nottingham and Nottinghamshire syllabus, every year group links their learning with Christianity. Each year group is then given another, main world faith to base their learning on, building on the faiths taught in previous years. We aim to cover the main faiths by the end of year 5 so that year 6 is able to explore other, non-religious views, such as humanism.

Performance:

In order to further engage our children in hands-on and active learning of RE, each year group from F2-Y5 prepares and delivers a performance based on their RE learning (Year 6 perform an end-of-year show unconnected to RE in the summer term). This is mapped out across school as follows:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F2		Christianity - Christmas Christmas Performance	Chinese New Year Celebrations			
Year 1		Christianity - Christmas Performance Who celebrates what and why? Why do Christians celebrate Christmas?				
Year 2				Judaism – Passover What are some ways Jewish people show their faith during Passover.		
Year 3					Islam – Eid al-Fitr How do religious families and communities practice their faith? Eid	
Year 4						Hinduism – Kumbha Mela How do people express their religions and spiritual ideas on pilgrimages?
Year 5			Sikhism – the 5Ks What is expected of a person in following a religion or belief? The 5 Ks			

SEND

We are an inclusive school and at all opportunities we plan and deliver learning that is inclusive to all. Adjustments are made through the use of the Rosenshine's Principals to ensure that learners of all abilities are able to access Religious Education at the right point from them. We believe that all children should be exposed to all learning matched to their age and ability.

EYFS

The Early Years provision for Religious Education is based on the EYFS outcomes of PSHE and Knowledge and Understanding of the World. Learning is built around specific cohorts of children with links to children's own cultures. It is largely focused on helping children to develop a sense of themselves. Children explore what makes up families and communities alongside different types of celebrations they may experience.

Progression

The planning builds slowly over each year group. Below is a snippet, showing an example from the progression document which is available in full on our website:

Religious Education	EYFS	Y1	Y2
Focus Religion(s)	In EYFS a range of religions and festivals will be shared, these depend on the cohort of children, often celebrating and discussing celebrations linked to children's own lives.	Christianity, Judaism	Christianity, Judaism
Enquiry questions Focus A: Beliefs Focus B: Symbols Focus C: Places Focus D: Celebrations	The statements which most closely link to the RE strand of enquiry and knowledge are from the PSHE and Understanding of the World EYFS outcomes. What things do we celebrate, how and why? Who do we know, who is in our family and community? How and why do people celebrate Lunar New Year? Is it similar to any other celebrations we know?	Unit 1: What do they believe and why? Unit 2: What are the key symbols? Unit 3: What are the key places / buildings of importance? Unit 4: What can we learn from stories of Jesus' birth?	Unit 1: What are the similarities and differences between Christianity and Judaism? Unit 2: What makes some leaders inspiring to others? Unit 3: What role does God play in the sacred buildings of Christianity and Judaism? Unit 4: What does it mean to belong to these faiths today?
Festivals / Events	Christmas & Chinese New Year	Christmas	Easter / Passover

Y3	Y4	Y5	Y6
Christianity, Judaism, Islam	Christianity, Judaism, Islam, Hinduism	Christianity, Judaism, Islam, Hinduism, Sikhism	Christianity, Judaism, Islam, Hinduism, Sikhism, non-religious worldviews (Humanism)
Unit 1: How do people's belief about God, the world and others impact their lives? Unit 2: What can we learn from inspiring people in sacred texts? Unit 3: How and where do religious families and communities practise their faith? Unit 4: Where, how and why do people celebrate?	Unit 1: What do different religions think about life after death? Unit 2: Music and worship: how do they intertwine? Unit 3: How do people express their religious and spiritual ideas on pilgrimages? Unit 4: What are the deeper meanings of some Hindu festivals?	Unit 1: What is expected of a person in following a religion or belief? Unit 2: How do people's beliefs about God, the world and others have impact on their lives? Unit 3: How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? Unit 4: How do the values of great leaders connect to the 5 Ks and what can we learn from them?	Unit 1: How do religions respond to global issues of human rights, fairness, social justice and the importance of the environment? Unit 2: What can we learn by reflecting on words of wisdom from religions and worldviews? Unit 3: What contributions do religions make to local life in Nottingham? Unit 4: What can we learn from the Kindertransport today? How can we be Upstanders today?
Ramadan	Holi / Kumba Mala	5 K's	Charity Event

Off-site learning

Where children are to participate in activities outside the classroom, for example, a visit to an outside site, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils. At Walter Halls, our vast experience has taught us that hands-on learning provides children with the best outcomes. Therefore, visits to religious buildings are encouraged for each year group for the purposes of learning about them and how they are used by the particular religion being studied.

Impact:

Assessment and recording

We expect most children to achieve age related standards or better in RE within each year group. We also look for pupils that show a greater depth of understanding.

We assess children in RE in several ways:

- ☉ Their disciplinary skills (their ability to think like a theologian) are assessed summatively by observing the skills they are using in each RE session.
- ☉ Their substantive knowledge is assessed formatively through the use of quizzes and revisits to previous learning and knowledge.

Leadership

The RE coordinator and Curriculum lead also monitor the effectiveness of the delivery of RE each term through book looks and learning walks, alongside pupil voice questionnaires.

A named member of the school's governing body is briefed to oversee the teaching of RE. This governor meets with the subject leader on a regular basis to discuss the development of the subject within teaching and learning. Governors monitor the effectiveness of the school through a variety of other activities including learning walks and classroom observation as per the Monitoring and Evaluation framework in the School Improvement Plan.

Signed:



Emma Beardah, Headteacher



James Sullivan, Chair of Governors and RE Governor