



Barton Seagrave Primary School

Religious Education Policy

2026

Signed:.....

Chair of Governors

Signed:.....

Head Teacher

Religious Education (RE) Policy

1. Aims and objectives

1.1

At Barton Seagrave Primary School we value the importance of RE as a key part of the curriculum and wholly agree with the aims as set out in the Northamptonshire Agreed Syllabus (2025–2030). The aims of our teaching, learning and experiences of RE are as follows:

- Developing pupils' knowledge and understanding of Christianity and other religious and non-religious worldviews within our community
- Enhancing pupils' understanding, awareness and tolerance of a wide range of beliefs, traditions and practices both within our communities and globally
- Helping pupils understand how worldviews offer ways of answering life's big questions and shape personal identity, moral choices, and how people make sense of the world
- Encouraging pupils to recognise that worldviews are rich, varied, and complex, and that people may draw on more than one tradition
- Offering our pupils opportunities for personal reflection and spiritual development
- Encouraging pupils to develop a sense of identity and belonging to enable them to flourish within their community both now and in the future
- Developing their ability to reflect on, consider, analyse and interpret challenging questions about life, morals and humanity

1.2

The objectives of teaching religious education in our school are to enable children to be successful learners, confident individuals and responsible citizens by:

- Building knowledge and understanding of religious and non-religious worldviews, beliefs and fundamental questions of life
- Developing skills and attitudes that enable broad minded engagement in a diverse world
- Becoming increasingly skilled at making links between their own experiences, ideas and viewpoints and beliefs and values of others
- Developing their own sense of identity

- Reflecting on ultimate questions and on the ideas and practices of belief systems
 - Learning from the experiences and ideas of others
 - Raising issues of local, national and global concern and placing them in spiritual and moral contexts
 - Understanding the beliefs and practices of religions and worldviews, enabling pupils to make connections between belief and action
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2. The legal position of religious education

2.1

Our school's curriculum for Religious Education (RE) meets statutory requirements and follows the Northamptonshire Agreed Syllabus for RE (2025–2030). RE is provided for all pupils registered at the school, including those in Reception, unless withdrawn by their parent/carer. Parents/carers have the right to withdraw their child from all or part of RE; any request should be made in writing to the Headteacher.

In line with the agreed syllabus, our RE curriculum reflects that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions represented nationally and locally, as well as non-religious worldviews where appropriate. RE at our school is educational (not confessional) and aims to enable pupils to understand and make sense of a range of religions and worldviews, and to reflect thoughtfully on their own ideas and values.

2.2

Curriculum time for RE is planned in accordance with the Northamptonshire Agreed Syllabus. We ensure appropriate breadth and depth across key stages, with Christianity taught in every key stage and alongside a range of other religions and worldviews over time. Our long-term plan is reviewed annually to ensure coverage, progression and balance.

2.3 Curriculum organisation

We use the Northamptonshire Agreed Syllabus (2025–2030) and its suggested units to structure our long-term plan. Teachers adapt the suggested units to meet the needs of our pupils and to reflect our local context, while ensuring progression in substantive knowledge (content), ways of knowing (how knowledge is built) and personal knowledge (reflection and meaning-making). Our long-term plan identifies:

(a) the religions/worldviews taught each year, (b) the key questions and concepts, and (c) how learning builds over time.

Phase	Coverage expectations	Units taught in school
EYFS	Children will encounter Christians and other worldviews as part of their growing sense of self, community, and place within it. Learning about people, communities, celebrations, special stories and special places, linked to Understanding the World.	Reception: • 0.1 What special times do we celebrate? • 0.2 Why is the nativity story important to Christians? • 0.3 Where do we belong and what makes it special? • 0.4 What stories are special and why? • 0.5 Why is Easter an important time for Christians and what special things do they do at Easter? • 0.6 What is special about the world? <i>Note: Units can be delivered flexibly, and not all units are expected to be covered during the reception year.</i>
Key Stage 1	Christians and a minimum of two other worldviews (Jews and Muslims in the syllabus provided). Encounters may also occur with different religious and non-religious worldviews within thematic units. Christianity and at least one other religion/worldview across the key stage, revisiting and building upon key concepts and knowledge.	Year 1: • 1.1 How do people know how to treat each other? • 1.2 What do Christians say God is like? • 1.3 Part 1: Diversity within Judaism: What do Jews believe and how may they live? • 1.4 How can we care for the world? • 1.5 Part 2: Diversity within Judaism: What do Jews believe and how may they live? • 1.6 Why are holy books special to Christians and Jews? Year 2: • 2.1 Part 1: Diversity within Islam: What do Muslims believe and how may they live? • 2.2 Is Christmas only special to Christians? • 2.3 Part 2: Diversity within Islam: What do Muslims believe and how may they live? • 2.4 How do festivals bring people together?

Phase	Coverage expectations	Units taught in school
		• 2.5 What do different people believe about forgiveness? • 2.6 Why are holy places special to some people?
Key Stage 2	Christians, worldviews from KS1 and a minimum of two other worldviews, one of which is a non-religious worldview (Muslims, Hindus, Jews and Humanists in the syllabus provided).	Year 3: • 3.1 Diversity within Hindu Dharma: What do Hindus believe and how may they live? • 3.2 How and why are people welcomed into different communities? • 3.3 Diversity within Hindu Dharma: What do Hindus believe and how may they live? • 3.4 Why is Jesus a special person to some religious people? How might this help Christians lead a good life? • 3.5 What do Jews learn about Passover? What special things might they do? • 3.6 How do beliefs and ideas about land shape the way human beings live? Year 4: • 4.1 Part 1: What is a Humanist? What matters most to a Humanist? • 4.2 What do different people do in difficult times? What impact might it have on them? • 4.3 Part 2: What is a Humanist? What do they believe about leading a good life? • 4.4 What do Christians learn about the incarnation of Jesus? Do all Christians agree? • 4.5 What are the five pillars of Islam and how do Muslims live by them? • 4.6 What do different people believe about the creation of the world?
		Year 5: • 5.1 What is a worldview? What are the worldviews of people where I live

Phase	Coverage expectations	Units taught in school
		• 5.2 What is the role and impact of the Mandir on the lives of Hindus and the local community in your area and around the world? • 5.3 Is Easter a commemoration or a celebration for Christians? • 5.4 What are Jewish food laws (Kashrut) and how do these beliefs impact Jewish people in different ways? • 5.5 Why is Prophet Muhammad so special to Muslims? How might this help Muslims lead a good life? • 5.6 What do different people believe about what happens when you die? How might this impact the way they behave in life? Year 6: • 6.1 Are science and religion in conflict when it comes to creation? • 6.2 What do Hindus believe about the cycle of life and death? How does it impact their lives? • 6.3 Why is Jerusalem a sacred place to people who follow Abrahamic religions? • 6.4 Why is it important for Muslims to fast in Ramadan? How does Ramadan impact Muslims' lives? • 6.5 Should we be able to use the natural world as we wish? • 6.6 What does it mean to be a Christian? Exploring diverse beliefs and practices.

2.4

The detailed long-term plan is held with the RE Subject Leader and shared with staff. It is reviewed annually and updated following staff evaluation, pupil voice, monitoring and any revisions to the agreed syllabus guidance.

3. Curriculum intent, implementation and impact

3.1 Intent

At Barton Seagrave Primary School, RE is ambitious, inclusive and knowledge-rich. It helps pupils understand how both religious and non-religious worldviews offer ways of answering life's big questions, shape personal identity, influence moral choices, and contribute to how people make sense of the world. RE contributes to pupils' spiritual, moral, social and cultural development and supports our wider curriculum aims, including respect, community cohesion and preparation for life in modern Britain.

3.2 Implementation

Teaching is planned using the Northamptonshire Agreed Syllabus (2025–2030) and the school's long-term plan based on the suggested units. Lessons are structured around enquiry and 'big questions', enabling pupils to develop understanding through three disciplinary lenses:

- **Theology** (identifying and understanding core beliefs and ideas)
- **Social Sciences** (exploring how individuals put beliefs into action through behaviour, actions, and moral/ethical decision-making)
- **Philosophy** (examining philosophical and ethical questions using knowledge of different worldviews)

Pupils learn through stories, artefacts, texts, visits/visitors, debate, art, music, drama and careful comparison, with explicit teaching of vocabulary.

3.3 Impact

Over time, pupils know more and remember more about religious and non-religious worldviews, can explain key concepts and practices accurately, and can use evidence and examples to support their ideas. They ask increasingly thoughtful questions, make connections, recognise similarities and differences, and show respectful understanding when discussing belief and non-belief. Progress is evident in pupils' work, talk, outcomes from low-stakes quizzes, end-of-unit tasks and teacher assessment.

3.4 Pedagogy and classroom practice

RE teaching makes space for informed discussion and reflection, while maintaining academic rigour. Teachers use a balance of explanation, modelling, retrieval practice, group work and independent tasks. Pupils are taught to handle sources (for example, stories, images, artefacts and sacred texts) carefully. Teachers use language such as “Some Christians may....” Or “Most Hindus believe...” to help pupils understand the diversity within religious and non-religious worldviews.

3.5 Disciplinary skills

Across units, pupils develop skills in: asking and refining questions; investigating and interpreting sources; explaining and using subject vocabulary; making connections and comparisons; considering diversity; and expressing reasoned viewpoints respectfully. These skills are mapped progressively across the school in line with the agreed syllabus.

3.6 Adaptive teaching and inclusion

RE is planned so that all pupils can succeed. Teachers pre-teach vocabulary, use visuals and concrete examples, provide structured talk frames and sentence stems, and offer tasks with different levels of scaffolding and challenge. Where appropriate, pupils demonstrate learning through talk, drama, art, concept maps or written outcomes. Reasonable adjustments are made to ensure access for pupils with SEND and for pupils learning English as an additional language.

4. Curriculum planning and progression

4.1

We plan RE in line with the Northamptonshire Agreed Syllabus (2025–2030), selecting from (and adapting) the suggested units to create a coherent long-term plan for our school. Units are sequenced so that pupils revisit important concepts and practices and build increasingly secure understanding over time.

4.2

Planning takes place at three levels: **long-term** (coverage and sequence across the year groups), **medium-term** (the unit overview, key question, knowledge, vocabulary, assessment opportunities) and **short-term** (individual lessons). Teachers work collaboratively to ensure consistency and progression.

4.3

Unit planning identifies the key knowledge and understanding to be taught, the enquiry route through the unit, opportunities for pupils to encounter sources (for example, artefacts, images, stories and sacred texts) and planned outcomes that show what pupils have learned. Teachers adapt activities to meet the needs of their class while maintaining ambition for all.

4.4

The RE Subject Leader supports staff with resources, planning guidance and training, and monitors coverage to ensure that all statutory requirements and agreed syllabus expectations are met, including appropriate balance between Christianity and other religions/worldviews.

5. Early Years Foundation Stage (EYFS)

5.1

In EYFS, RE is a statutory component of the curriculum for all children in Reception. Children will encounter Christians and other worldviews as part of their growing sense of self, community, and place within it. Learning focuses on children's experiences of belonging, special people, special places, special times and special stories.

5.2

RE should be woven into the continuous provision available for children. The learning should be delivered through a play-based and child-centered approach, promoting engagement and exploration while aligning with children's interests and natural curiosity.

5.3

EYFS units are selected from the Northamptonshire agreed syllabus suggested units and are designed to be developmentally appropriate, practical and story-led, with a strong emphasis on talk, play and first-hand experiences.

6. Curriculum time, visits and enrichment

6.1

RE is taught regularly across the year in line with the school timetable and the agreed syllabus expectations. Teachers may teach RE as weekly lessons or through a short, well-planned block, provided learning is revisited and pupils can retain and build knowledge over time.

6.2

Visits and visitors enrich RE by giving pupils opportunities to encounter lived religion and worldview. Where appropriate we organise visits to local places of worship and invite visitors to share their experiences. All visits are planned in line with the school's educational visits procedures, including risk assessment. Visitors are supervised and supported to ensure learning remains educational and inclusive; any materials used are checked in advance and teaching remains balanced.

7. Contribution of RE to wider curriculum areas

7.1 English

RE provides rich opportunities for developing literacy skills through engaging with stories, sacred texts, and non-fiction materials from different worldviews.

7.2 PSHE, citizenship and relationships education

The teaching of RE goes hand in hand with PSHE. It promotes the spiritual, moral and cultural development of learners as well as preparing them for the opportunities, responsibilities and experiences of later life.

7.3 Spiritual, moral, social and cultural (SMSC) development and British values

Religious Education at our school explicitly supports pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. Through learning about diverse religious and non-religious worldviews, pupils develop respect for difference, appreciation of shared values, and the ability to engage in reasoned and respectful dialogue. RE provides structured opportunities to explore how beliefs relate to fairness, justice, community participation and responsible choices, helping pupils recognise how British values are lived out within and across worldviews. This prepares children to contribute positively to modern British society, demonstrating curiosity, kindness and respect towards others.

7.4 Creative and expressive opportunities

The delivery of religious education in our school does not simply rely on written methods of communication but encompasses a variety of creative themes such as dance, drama, design technology, art and music to enrich the curriculum topics and allow the children to express themselves effectively through the above mediums, and especially to engage the children in RE lessons and to allow them many different mediums of expression and reflection.

8. RE and digital technology

8.1

Information and communication technology enhances religious education, wherever appropriate, in all key stages. The children select and analyse information, using the Internet and digital resources. Older children use presentation software to help them make presentations on various topics, such as sacred symbols in different worldviews. Younger children can take photographs of the class using creative methods in their lessons. They can then make a class storybook of it, by adding in speech bubbles and a narrative text. Or, using desktop software, they can create a special book where each pupil has her or his own page; they also make a cover and binding for the book, and draw up a set of rules for its use. A digital video camera

can record a visit to a place of worship, and pupils can also find the various artefacts in places of worship by doing virtual tours on websites. Teachers can also use ICT as evidence for their own portfolios – e.g. pictures of children using dance in RE.

9. RE and inclusion

9.1

At our school we teach religious education to all children, whatever their ability and individual needs. Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Gifted and Talented.

9.2

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, adaptations– so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

9.3

We enable all pupils to have access to the full range of activities involved in religious education. Where children are to participate in activities outside the classroom (a visit to a place of worship, for example, that involves a journey) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

9.4

Children who are gifted and talented in RE are likely to have highly developed skills of comprehension, analysis and research and show a quickness in understanding and depth of thought. These children will be stretched through a variety of methods developing deeper thought and an understanding of wider contexts than the rest of the class may consider. The agreed syllabus provides a range of challenges teachers may use to stretch the gifted and talented.

10. Assessment and reporting

10.1

Assessment in RE supports learning and is proportionate. Teachers use questioning, observation, discussion and review of work to check understanding throughout each unit. Retrieval practice (for example, quick quizzes and recap tasks) helps pupils remember key knowledge and vocabulary. Each unit includes an end outcome that enables pupils to show what they know and can do in relation to the key question. Teachers use the learning outcomes from the Northamptonshire syllabus, which are organised around the three disciplinary lenses (Theology, Social Sciences, and Philosophy), to make judgements over time and to inform next steps.

11. Resources

11.1

We maintain a range of high-quality resources to support RE teaching, including age-appropriate texts, artefacts, images and digital media. Resources are audited regularly to ensure they reflect diversity within traditions and are accurate and respectful. Staff can access planning support and recommended resources via the school's shared curriculum area.

12. Monitoring, review and staff development

12.1

The RE Subject Leader is responsible for monitoring standards, coverage and the quality of teaching and learning in RE. Monitoring may include: planning scrutiny, learning walks, pupil voice, work sampling and review of assessment information. The Subject Leader supports colleagues with resources and guidance and identifies staff development needs. Staff access CPD to strengthen subject knowledge and confidence, including updates linked to the Northamptonshire agreed syllabus and moderation of standards.

12.2

This policy will be reviewed by the Curriculum Committee every two years, or sooner if there are changes to statutory guidance or to the Northamptonshire agreed syllabus.