



Religious Education Policy

Shirland Primary School

October 2025

Last Reviewed	September 2025
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Reviewed By	Headteacher/Chair of Governors
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Introduction

- Shirland Primary School is a one form entry primary school, serving children in the age range of 4-11 years.
- In order to ensure progression throughout the school from EYFS to Year Six, we deliver Religious Education (RE) in line with the 'Derbyshire Agreed Syllabus for Religious Education 2025-2030'.
- Shirland Primary School recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and staff of any religious belief or none.
- We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development.
- At Shirland Primary School we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

Aims and objectives

"The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own" - 'Derbyshire Agreed Syllabus for Religious Education 2025-2030'.

To help children understand the purpose and value of Religious Education, we have developed a set of child-friendly aims. These are displayed in our RE floor books and revisited with pupils at the start of each lesson. This ensures that children are consistently reminded of the importance and relevance of RE in their learning journey.

- EYFS/KS1:
"RE stands for Religious Education. In RE, we ask big questions about life, like what is important and how we should treat others. We learn what different people believe and think about our own ideas too".
- KS2:
"RE helps us explore important questions about life, people, and the world. We learn what different religions and worldviews believe and think carefully about our own thoughts and values too".

The curriculum for Religious Education is structured around three key strands:

- **Believing** – knowing about and understanding a range of religious and non-religious worldviews.
- **Expressing** – expressing ideas and insights about the nature, significance and impact of religious and non-religious worldviews.

- **Living** – gaining and deploying the skills needed to engage seriously with religious and non-religious worldviews.

These strands are underpinned by three types of knowledge, which are woven throughout the curriculum:

- **Substantive knowledge** – the core understanding of religious and non-religious beliefs, concepts and practices.
- **Disciplinary knowledge** – how pupils explore and make sense of this understanding through methods of enquiry and interpretation.
- **Personal knowledge** – the opportunity for pupils to reflect on and form their own thoughtful responses in relation to what they learn.

Together, these elements ensure that pupils develop a well-rounded, meaningful understanding of religion and belief in the world today.

Legal requirements and withdrawal

RE at Shirland Primary will meet legal requirements by:

- Its inclusion in the curriculum of all registered pupils from EYFS to Year 6.
- In the EYFS, RE is delivered through exploratory play, discussion, storytelling, and thematic links to the Early Learning Goals, particularly within the areas of ‘Personal, Social and Emotional Development’ (PSED) and ‘Understanding the World’.
- In reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.
- Teaching RE in accordance with the ‘Derbyshire Agreed Syllabus for Religious Education 2025-2030’.
- In accordance with the School Standards and Framework Act 1998 (Section 71(3)), parents have the legal right to withdraw their child from all or part of Religious Education (RE) if they wish to provide alternative religious instruction. It is the responsibility of the parents to make suitable arrangements for this alternative provision. However, as a school, we encourage open dialogue with parents to ensure they are fully informed about the aims, content, and educational value of our RE curriculum before exercising this right

Organisation

Religious Education (RE) is taught in weekly blocks each half term to provide children with a deeper understanding of the subject. A ‘whole school overview’ has been developed by the RE coordinator to ensure full coverage of the syllabus across all year groups. This overview has been shared with all teachers to support planning and delivery.

RE is delivered through a variety of engaging approaches, including storytelling, the use of artefacts, internet-based resources, art, and drama. The long-term plan is carefully designed to make links with prior learning, allowing children to regularly revisit and review key

concepts. This helps to reinforce their knowledge and supports a more secure understanding over time.

Contribution to SMSC and British Values

Religious Education at Shirland Primary School supports pupils' spiritual, moral, social, and cultural development by encouraging respect, reflection, and understanding of diverse beliefs. Through exploring religious and non-religious worldviews, pupils develop tolerance, empathy, and the ability to consider different perspectives. RE promotes fundamental British values by fostering mutual respect, individual liberty, and understanding of democracy and the rule of law. It prepares pupils to be thoughtful, informed, and respectful members of a diverse society.

Monitoring and assessment

Assessment in RE is ongoing and primarily formative, using a range of informal strategies such as teacher observation, key questioning, and small group discussions to monitor pupils' understanding and engagement. At the end of each unit, teachers assess pupils against the learning objectives, making judgements on whether a pupil is working at an 'emerging', 'expected', or 'exceeding' level. These assessments are shared with the RE coordinator to support the monitoring of progress and attainment across the school.

Each class maintains a floor book as a record of the children's learning for every unit covered. These books serve as a valuable tool for capturing a range of pupil work and responses and are reviewed regularly by the RE subject leader to evaluate coverage and progression. Pupil voice is also gathered termly to gain insight into children's perceptions, understanding, and enjoyment of the subject.

Progress in RE is reported to parents annually through the end-of-year school report.