



# Chapel End Primary School Religious Education Policy

## **'Mission Statement.'**

**We aim to provide our children  
with the highest possible standard  
of education, through quality  
teaching and learning, in a happy  
caring environment.**

**We will do the best WE can to enable our children to do the  
best THEY can.**

This policy was approved by:	Full Governors
Date	Autumn 2025-2026
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## **Intent**

At Chapel End Primary School, we aim to stimulate our children's curiosity about other religions, faiths and beliefs through teaching a culturally diverse curriculum. As they learn about the 6 main principle religions of the UK, we aim to develop our children's skills by supporting them to: describe, recognise, identify, make links, compare, ask questions, analyse and explain within units of work. Our enquiry-based curriculum aspires to ensure that our children secure shared human experiences, living religious tradition, beliefs and values and personal meaning. Our curriculum aims to develop tolerance and respect for others and to create responsible global citizens for the future.

*We will do the best WE can to enable our children to do the best THEY can.*

## Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

This fits with our school ethos:

To see our children leave us as healthy, happy, well-rounded individuals who:

have respect for the world and understand their responsibilities as a global citizen in ensuring it is conserved for future generations; are aware of their place in society and their responsibility to contribute positively to it; are polite, well mannered and helpful; have respect and tolerance for others and their beliefs & cultures and possess the skills and knowledge that they require to enable them to continue their learning and achieve their full potential. Our vision is to instill these values along with supporting your child in making as much academic progress as possible.

If you would like your child to become part of our vision, please explore the website to get a flavour of how, with the help and support of our parents and the community, we achieve this.

Billinge Chapel End Primary School is an *Academy* school. We deliver RE in line with the Locally Agreed Syllabus SACRE. We use the Jigsaw RE programme as our scheme of work.

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 ([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/190260/DCSF-00114-2010.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf))
- RE : realising the potential Ofsted 2013 ([www.ofsted.gov.uk/resources/religious-education-realising-potential](http://www.ofsted.gov.uk/resources/religious-education-realising-potential))
- A Curriculum Framework for RE in England, REC 2013 (<http://resubjectreview.recouncil.org.uk/re-review-report>)

### **The aims of our RE, using the Jigsaw RE Scheme of Work**

Jigsaw RE meets the requirements of our locally agreed syllabus and is aligned to the non-statutory guidance described above.

By following Jigsaw RE at Billinge Chapel End Primary school we intend that Religious Education will:-

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development.**

### **Jigsaw RE Content**

Jigsaw RE covers all areas of RE for the primary phase, Christianity plus one other religion is taught in each year group. The grid below shows specific enquiries for each year group. We use the term Worldview below to encompass both religions and worldviews.

#### **Foundation Stage 2 (Reception):**

<b>Jigsaw RE Enquiry</b>	<b>Worldview studied:</b>
What makes people special?	Christianity, Judaism
What is Christmas	Christianity
How do people celebrate?	Islam/Judaism
What is Easter?	Christianity
What can we learn from stories?	Christianity, Islam, Sanatana Dharma, Sikhi
What makes people special?	Christianity, Islam, Judaism.

**Year 1:**

<b>Jigsaw RE Enquiry</b>	<b>Worldview studied:</b>
What do Christians believe about God?	Christianity
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity
Who is God to the Jews	Judaism
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity
Is shabbat important to Jewish children?	Judaism
Does visiting a synagogue help Jewish children feel closer to God?	Judaism

**Year 2:**

<b>Jigsaw RE Enquiry</b>	<b>Worldview studied:</b>
Is it possible to be kind to everyone all of the time?	Christianity
Why do Christians believe God gave Jesus to the world?	Christianity
Who is God to the Muslims?	Islam
How important is it to Christians that Jesus came back to life after his crucifixion?	Christianity
How important is the prophet Mohammad to the Muslims?	Islam
How important is the Qur'an to the Muslims?	Islam

**Year 3:**

<b>Jigsaw RE Enquiry</b>	<b>Worldview studied:</b>
Does visiting the Ganges make a person a better Sanatani?	Hinduism
Has Christmas lost its true meaning?	Christianity
Could Jesus heal people? Did He perform miracles or was there some other explanation	Christianity
What is 'good' about Good Friday?	Christianity
What do some deities tell Sanatanis about God?	Hinduism
What is the best way for a Sanatani to lead a good life?	Hinduism

**Year 4:**

<b>Jigsaw RE Enquiry</b>	<b>Worldview studied:</b>
Who is God to the Sikhs?	Sikhism
What is the most significant part of the nativity story for Christians today?	Christianity
Why do Sikhs admire their Guru?	Sikhism
Is forgiveness always possible for Christians?	Christianity
Do people need to go to church to show they are Christians? OR  Why are there four Gospels and how are they relevant for Christians?	Christianity
Does taking part in the Baisakhi help Sikh children feel a sense of belonging?	Sikhism

**Year 5:**

<b>Jigsaw RE Enquiry</b>	<b>Worldview studied:</b>
What is the best way for a Buddhist to show commitment to their beliefs?	Buddhism
Is the Christmas story true?	Christianity
What is the best way for a Buddhist to live a good life? Right Living and intention.	Buddhism
How significant is it for Christians to believe that God intended Jesus to die?	Christianity
How are Buddhist teachings interpreted by believers?	Buddhism
What is the best way for a Christian to show commitment to God? OR Does belief in the Trinity help Christians make better sense of God as a whole?	Christianity

**Year 6:**

<b>Jigsaw RE Enquiry</b>	<b>Worldview studied:</b>
How do inspirational people impact on how humanists live today?	Hinduism
How significant is it that Mary was Jesus' mother?  OR  Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity
Is anything ever eternal?	Christianity
Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	Christianity
How far would a Sikh go for their religion?	Sikhism
What is the best way for a Muslim to show commitment to God?	Islam

**How is RE organised in this school?**

Jigsaw RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of teaching and learning theories and the need for adaptive teaching. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

- Religious Education is taught over 6 lessons for each enquiry unit generally covering a half term.
- It is of the discretion of the teacher how long each of these sessions takes as long as it is over the minimum time of 30minutes.
- Children record their work in Religious Education books. Book 1; years 1 and 2; book 2, years 3 and 4 and book 3, years 5 and 6. EYFS complete floor Dojo posts to record learning.



## **SEND Provision**

Jigsaw RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will add to the planning to meet the needs of the children in their classes. To support this, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers adapt the teaching, for children in KS1 and 2, each enquiry has exemplars for those children working towards the learning objective, at the expected level for this age group and those working beyond the expected level of achievement.

## **Assessment**

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions, recorded work and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly. In line with non-statutory guidance issued by the RE Council in 2013 (cited on page 1) descriptors of these aspects utilise age-related expectations of working towards, working at the expected attainment and working beyond.

## **Recording and tracking progress**

To support the teacher in tracking each child's progress throughout the year, school own tracking programs log the achievements of children in each unit. This supports teacher overview and facilitates subject leader monitoring and moderation.

## **Reporting to Parents/Carers**

The assessment process described above helps teachers report to parents/carers. Jigsaw RE enquiries give teachers meaningful evidence to cite in reports.

## **The Attainment Descriptors**

The attainment descriptors contained within Jigsaw RE are 3 fold:

Working below the expected standard

Working at the expected standard

Working above the expected standard

## **Monitoring and evaluation**

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

Progress and achievement in history will be monitored in the following ways:

- Autumn Term: Data analysis and book scrutiny
- Spring Term: Data analysis, book scrutiny and pupil interviews
- Summer Term: Data analysis

## **External contributors**

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda is intrinsic to Jigsaw RE.

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

## **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each others' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care. For this reason we provide the Jigsaw RE Charter.

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

## **Involving parents and carers**

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through:

- \* Response to RE comments on reports
- \* Curriculum newsletters
- \* Displays

## **Withdrawal from RE lessons**

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the Headteacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and *where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.* Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

## **Links to other policies and curriculum areas**

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- *Collective Worship*
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- *SMSC Policy*
- *British Values*
- *Prevent Strategy*

## **Training and support for staff**

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding RE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies.

## **Dissemination**

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

## **Worship**

At Chapel End Primary School children complete daily class worship along with a Key Stage worship and whole school celebration worship each week. Through worship, children experience song, prayer, stories and teachings from across the 6 principle religions that are taught in school.

## **Assessment and feedback**

- Children's attainment and progress is assessed in each lesson.
- Written work will receive the appropriate following feedback:
  - Child asked to correct a mistake in a coloured pen.
  - Child challenged with an extension question linked to what they have learned and supported by blooms taxonomy.
  - Knowledge organiser highlighted.
  - An indication as to how much support has been given to the child in relation to writing.

## **Roles and responsibilities**

### **Pupils**

- It is the role of every pupil to engage with every lesson and '*DO THE BEST THEY CAN*'
- Children are responsible for presenting work to the highest standards possible.
- Children are responsible for responding to teacher feedback.

### **Teachers**

- Plan stimulating lessons based upon the objectives set out in the SACRE syllabus
- Use the wealth of resources, including those online to challenge their current class.
- Continue develop and broaden their own subject knowledge.
- Deliver lessons that are fun and offer a wide range of teaching and learning approaches such as: role play, videos, stories, quizzes, 'hands on' and written activities.
- Provide children with opportunities to develop their speaking and listening skills.
- Assess work and provide feedback that supports the development of learning.
- Review knowledge organisers to ascertain the attainment and progress of each child within their class.
- Seek out CPD opportunities to improve their own subject knowledge.
- Report back to the co-ordinator, particularly regarding the need for additional resources.
- Use display opportunities to celebrate the children's history work.

### Subject Leader

- Create a subject intent statement with the staff.
- Write the Religious Education policy and update it every 2 years.
- Ensure that links are made with other curriculum areas.
- Monitor the progress and attainment of children in Religious Education.
- Support teaching staff in accelerating the learning of children identified in the monitoring process.
- Organise enrichment activities linked to RE.
- Create knowledge organiser templates for each unit of work.
- Report to Governors regarding the teaching and learning of RE at Chapel End Primary School.
- Use a yearly budget for RE to ensure that resources are in place to allow for the effective delivery of the curriculum.
- Research new developments in history and adapt the curriculum accordingly.

### Headteacher

- To ensure that the subject leader is undertaking their duties.
- To monitor attainment and progress and use this to plan the overall direction of the subject with the subject leader.
- To provide the subject leader with CPD to ensure that they are capable in their role.

### Governors

- Receive annual reviews relating to the subject from the subject leader.
- Monitor that the Head teacher and subject leader are carrying out their duties effectively.

### Impact

By completing the Religious Education curriculum at Chapel End Primary School children will have developed a knowledge and understanding of a wide range of religions and beliefs. They will be able to carry these forward into the wider world and contribute effectively in society.