

RE POLICY

Our Religious Education curriculum

- Will develop children's natural curiosity whilst encouraging them to **believe** in themselves to ask critical questions.
- Gives our children a better understanding of the society in which they **belong** to and that of the wider world.
- Values the importance of RE in the curriculum to support how children can **become** more confident in understanding religions.

Intent

At Hillsborough Primary School we follow 'Jigsaw RE' from Nursery - Y6 which is compliant with the Sheffield Agreed Syllabus (updated 2024). This means we deliver a broad and balanced curriculum of Religious Education (RE) for all of our children. The aim of RE is that pupils will know about and understand a range of religions and worldviews and will express ideas and insights of their own into the significant human questions which religions address.

Jigsaw RE is an enquiry-based approach for the teaching of RE. Each unit of work follows a theme which poses a key question to be explored by children (covering a key religious concept e.g. salvation). Children investigate, evaluate and express their own learning throughout the key theme. Religious education contributes dynamically to children and young people's education in schools, provoking challenging questions about human life, beliefs, communities and ideas.

In RE, pupils learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by express insights into their own and others' lives. They are encouraged to develop enquiring minds, and to think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.

Implementation

The Sheffield Agreed Syllabus requires that over half of the RE curriculum relates to Christianity. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including Humanism, will also be the focus for study.

The planning, resources and curriculum design are found on the Jigsaw RE online portal. All staff have accessed training from Jigsaw RE. Teachers are expected to adjust the online materials to meet the needs of their class.

Jigsaw RE utilises a four-step learning model. The four steps are:

Step 1: Engagement: the children's own human experience is explored to act as bridge from their world (which may or may not include religion) into the world of the religion being studied.

• **Step 2: Investigation:** over approximately the next 3 lessons, the teacher will guide the children to explore and investigate appropriate subject knowledge relevant to that question of enquiry.

• **Step 3: Evaluation:** An assessment activity enables each child to show their thinking and the depth of critical evaluation.

• **Step 4: Expression:** This refers the children back to the starting point of their own experience and allows them to reflect on whether their findings have influenced their own thinking.

Religions are to be studied in depth as follows:

3-5 (Nursery and Reception)	Developing a growing sense of the child's awareness of self, their own community and their place within this, children will encounter Christianity and other faiths found in their own classroom through stories.	Christianity, Judaism, Hinduism, Sikhism and Islam
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5-7s Key Stage 1	A minimum of two religions are to be studied. Christianity and at least one other religion.	Christianity, Judaism (in Y1), Islam Humanism will be introduced in Y2 (in alternate yearly cycles)
7-11s Key Stage 2	A minimum of three religions are to be studied. Christianity and at least two other religions (two from Buddhism, Hinduism, Judaism or Islam are recommended). Pupils in Y4 and Y6 will also be taught Humanism.	Christianity, Hinduism, Judaism, Islam Humanism will also be taught in Y4 and Y6

Jigsaw RE ensures we are able to teach this breadth of Religious Education.

Each year group learns Christianity alongside at least one other religion:

- ❖ EYFS: Christianity and a mix of religions
- ❖ Year 1: Christianity and Judaism
- ❖ Year 2: Christianity and Islam and Humanism
- ❖ Year 3: Christianity and Hinduism
- ❖ Year 4: Christianity and Islam and Humanism
- ❖ Year 5: Christianity and Judaism
- ❖ Year 6: Christianity and Islam and Humanism

Please note, this is the standard curriculum coverage, mixed year groups will follow an adjusted curriculum.

In order to deliver the aims and expected standards of the syllabus, SACRE and the Agreed Syllabus strongly recommends a minimum allocation of curriculum time for RE based upon the law and DfE guidance. A minimum 5% of curriculum time is allocated for the teaching RE at Hillsborough Primary School. **All** year groups study RE for 1 hour per week on Friday afternoon. Other Religious Education study is also covered during the academic year through assembly, drop days (marking specific religious festivals) and collective worship.

Reception and Key Stage 1: 36 hours of tuition per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision)

Key Stage 2: 45 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days).

RE learning is recorded in a collective class floor book containing photos, quotes from the children, posters and samples of work. Jigsaw RE lessons provide opportunities for discussion, group learning and practical tasks. Children may also experience elements of the religion, for example, tasting foods or hearing prayers and readings.

The yearly map for RE is adapted each year to reflect the curriculum cycle for mixed year groups. This ensures coverage and provides all pupils with exposure to a range of religions.

Impact

The RE lead carries out a continuous monitoring cycle to evaluate, review and celebrate good practice across the school. This contributes to the ongoing commitment to evolve and improve our Religious Education curriculum. RE assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. RE is monitored throughout all year groups using a variety of strategies such as floor book scrutiny, lesson observations and pupil voice discussions. Opportunities are also provided for teachers to moderate learning across year groups and within year groups. There are opportunities across the primary Trust for networking and a yearly RE deep dive takes place.

2025 - 2026 YEARLY MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1/2 Range of religions	Theme: Special people Key Question: What makes people special?	Theme: Christmas Concept: Incarnation Key Question: What is Christmas?	Theme: Celebrations Key Question: How do people celebrate?	Theme: Easter Concept: Salvation Key Question: What is Easter?	Theme: Stories Key Question: What can we learn from stories?	Theme: Special places Key Question: What makes places special?

	Religions: Christianity, Judaism	Religion: Christianity	Religions: Hinduism	Religions: Christianity	Religions: Christianity, Islam, Hinduism, Sikhism	Religions: Christianity, Islam, Judaism
Y1/2 Christianity and Judaism	What do Christians believe about God? C	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? C	Who is God to the Jews? J	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? C	Is Shabbat important to Jewish children? J	Does visiting the synagogue help Jewish children feel closer to God? J
Y3 Christianity, Hinduism	Does visiting the Ganges make a person a better Sanatani? H	Has Christmas lost its true meaning? C	Could Jesus heal people? Did He perform miracles or was there some other explanation? C	What is 'good' about Good Friday? C	What do some deities tell Sanatanis about God? H	What is the best way for a Sanatani to lead a good life? H
Y4 Christianity, Islam and Humanism	How important is the prophet Muhammad to Muslims? (y2 objective) I	What is the most significant part of the nativity story for Christians today? C	Do people need to go to church to show they are Christians? C	Is forgiveness always possible for Christians? C	What is the best way for a Muslim to lead a good life? I	What motivates Humanists to lead good lives? Hu
Y5 Christianity, Judaism	What is the best way for a Jew to lead a good life? J	Is the Christmas story true? C	How do Jewish beliefs, teachings and stories impact on daily life? J	How significant is it for Christians to believe that God intended Jesus to die? C	How does celebrating Shavuot help Jewish children feel closer to God? J	What is the best way for a Christian to show commitment to God? C
Y6 Christianity, Islam and Humanism	What is the best way for a Muslim to show commitment to God? I	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born? C	How is the Qur'an vital to Muslims today? I	Is Christianity still a strong religion over 2000 years after Jesus was on Earth? C	Does belief in Akhirah (life after death) help Muslims lead a good life? I	How do inspirational people impact on how Humanists live today? Hu

TYPICAL CURRICULUM COVERAGE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1/2 Range of religions	Theme: Special people Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Christmas Concept: Incarnation Key Question: What is Christmas? Religion: Christianity	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Easter Concept: Salvation Key Question: What is Easter? Religions: Christianity	Theme: Stories Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Special places Key Question: What makes places special? Religions: Christianity, Islam, Judaism
Y1 Christianity and Judaism	What do Christians believe about God? C	What gifts might Christians in my town have given Jesus if he had been born here C	Who is God to the Jews? J	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? C	Is Shabbat important to Jewish children? J	Does visiting the synagogue help Jewish children feel closer to God? J

		rather than in Bethlehem? C		C		J
Y2 Christianity, Islam and Humanism	Who is God to Muslims? I	Why do Christians believe God gave Jesus to the world? C	How important is the prophet Muhammad to Muslims? I	How important is it to Christians that Jesus came back to life after his crucifixion? C	How important is the Qur'an to Muslims? I	What do Humanists believe? Hu
Y3 Christianity, Hinduism	Does visiting the Ganges make a person a better Sanatani? H	Has Christmas lost its true meaning? C	Could Jesus heal people? Did He perform miracles or was there some other explanation? C	What is 'good' about Good Friday? C	What do some deities tell Sanatanis about God? H	What is the best way for a Sanatani to lead a good life? H
Y4 Christianity, Islam and Humanism	Does praying at regular intervals help Muslims in their everyday lives? I	What is the most significant part of the nativity story for Christians today? C	Does completing a pilgrimage make a person a better Muslim? I	Is forgiveness always possible for Christians? C	What is the best way for a Muslim to lead a good life? I	What motivates Humanists to lead good lives? Hu
Y5 Christianity, Judaism	What is the best way for a Jew to lead a good life? J	Is the Christmas story true? C	How do Jewish beliefs, teachings and stories impact on daily life? J	How significant is it for Christians to believe that God intended Jesus to die? C	How does celebrating Shavuot help Jewish children feel closer to God? J	What is the best way for a Christian to show commitment to God? C
Y6 Christianity, Islam and Humanism	What is the best way for a Muslim to show commitment to God? I	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born? C	How is the Qur'an vital to Muslims today? I	Is Christianity still a strong religion over 2000 years after Jesus was on Earth? C	Does belief in Akhirah (life after death) help Muslims lead a good life? I	How do inspirational people impact on how Humanists live today? Hu