

RE Policy



Name of school	Southey Green Primary School
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Member of staff responsible	Frankie Ryan Beth Levick Rachael Shotton
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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”.

This fits with our school ethos of creating a nurturing school that fosters a love for learning within our children, empowers them to fulfil their potential and prepares them for secondary education. Not only this but we also recognise the rich and diverse community we serve and want our children to celebrate our religious and cultural differences. At Southey Green Primary, we show mutual respect for and tolerance of those with different faiths and beliefs.

We deliver RE in line with the Sheffield Agreed Syllabus. We use the Jigsaw RE programme as our scheme of work. The Sheffield syllabus is structured around a principal aim which is exemplified in the following three elements of the teaching and learning approach.

- To make sense of a range of religious and non-religious beliefs
- To understand the impact and significance of religious and non-religious beliefs
- To make connections between religious and non-religious beliefs, concepts, practices and ideas studied

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)
- RE : realising the potential Ofsted 2013 (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 Sheffield's agreed syllabus and is aligned to the non-statutory guidance described above.

By following Jigsaw RE at Southey Green Primary 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 and at least 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:

	Jigsaw RE Enquiry	Worldview Studied
Autumn 1	What makes people special?	Christianity, Judaism
Autumn 2	What is Christmas?	Christianity
Spring 1	How do people celebrate?	Hinduism (Now known as Sanatana Dharma)
Spring 2	What is Easter?	Christianity
Summer 1	What can we learn from stories?	Christianity, Islam, Hinduism, Sikhism
Summer 2	What makes places special?	Christianity, Islam, Judaism

Year 1:

	Jigsaw RE Enquiry	Worldview Studied
Autumn 1	What do Christians believe about God?	Christianity
Autumn 2	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity
Spring 1	Who is God to the Jews?	Judaism
Spring 2	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity
Summer 1	Is Shabbat important to Jewish children?	Judaism
Summer 2	Does visiting the synagogue help Jewish children feel closer to God?	Judaism

Year 2:

	Jigsaw RE Enquiry	Worldview Studied
Autumn 1	Who is God to Muslims?	Islam
Autumn 2	Why do Christians believe God gave Jesus to the world?	Christianity
Spring 1	How important is the prophet Muhammad to Muslims?	Islam
Spring 2	How important is it to Christians that Jesus came back to life after his crucifixion?	Christianity
Summer 1	How important is the Qur'an to Muslims?	Islam
Summer 2	What do Humanists believe?	Humanism

Year 3:

	Jigsaw RE Enquiry	Worldview Studied
Autumn 1	Does visiting the Ganges make a person a better Sanatani?	Hinduism (Now known as Sanatana Dharma)
Autumn 2	Has Christmas lost its true meaning?	Christianity
Spring 1	Could Jesus heal people? Did He perform miracles or was there some other explanation?	Christianity
Spring 2	What is 'good' about Good Friday?	Christianity
Summer 1	What do some deities tell Sanatanis about God?	Hinduism (Now known as Sanatana Dharma)
Summer 2	What is the best way for a Sanatani to lead a good life?	Hinduism (Now known as Sanatana Dharma)

Year 4:

	Jigsaw RE Enquiry	Worldview Studied
Autumn 1	Does praying at regular intervals help Muslims in their everyday lives?	Islam
Autumn 2	What is the most significant part of the nativity story for Christians today?	Christianity
Spring 1	Does completing a pilgrimage make a person a better Muslim?	Islam
Spring 2	Is forgiveness always possible for Christians?	Christianity
Summer 1	What is the best way for a Muslim to lead a good life?	Islam
Summer 2	What motivates Humanists to lead good lives?	Humanism

Year 5

	Jigsaw RE Enquiry	Worldview Studied
Autumn 1 24	Does praying at regular intervals help Muslims in their everyday lives?	Islam
Autumn 1 25	What is the best way for a Jew to lead a good life?	Judaism
Autumn 2	Is the Christmas story true?	Christianity
Spring 1 24	Does completing a pilgrimage make a person a better Muslim?	Islam
Spring 1 25	How do Jewish beliefs, teachings and stories impact on daily life?	Judaism
Spring 2	How significant is it for Christians to believe that God intended Jesus to die?	Christianity
Summer 1 24	What is the best way for a Muslim to lead a good life?	Islam
Summer 1 25	How does celebrating Shavuot help Jewish children feel closer to God?	Judaism
Summer 2	What is the best way for a Christian to show commitment to God?	Christianity

Year 6:

	Jigsaw RE Enquiry	Worldview Studied
Autumn 1	What is the best way for a Muslim to show commitment to God?	Islam
Autumn 2	Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity
Spring 1	How is the Qur'an vital to Muslims today?	Islam
Spring 2	Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	Christianity
Summer 1	Does belief in Akhira (life after death) help Muslims lead a good life?	Islam
Summer 2	How do inspirational people impact on how Humanists live today?	Humanism

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.

We allocate 1 lesson (45 minutes- 1hr) to RE each week in order to teach the RE knowledge and skills in a developmental and age-appropriate way. RE is taught weekly through discrete lessons. Assemblies are used to celebrate key events and share further learning. Children are invited to share their own experiences and celebrate their religions.

Inclusion

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, there is an end of year RE expectations document. This includes end of unit assessment points for each enquiry, supporting teacher overview and facilitating 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 to match with what the majority of schools are using, although their language may be different.

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.
- Trust wide subject leader meeting and moderation

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
- * (Where RE is integrated- topic based homework as appropriate).

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 head teacher 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.

- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- Prevent Strategy
- PSHE policy

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.

Policy Review

This policy is reviewed annually.