



WALTON ON THE NAZE PRIMARY SCHOOL

RE POLICY 2025

Review date	Spring 2026
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	Curriculum Committee

RE Policy

Aims

At Walton on the Naze Primary School, we believe that Religious Education has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect and open-mindedness towards others with different faiths and beliefs and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. The principle aim of RE is to engage pupils in an enquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

Attitudes in RE

While the development of knowledge, skills and understanding is central to the agreed Saffron Academy Trust scheme of work, it is also vital that RE encourages pupils to develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in RE and should be developed at each stage or phase:

- Self-awareness;
- Respect for all;
- Open-mindedness;
- Appreciation and wonder.

Scheme of Work

The whole school uses the Saffron Academy Trust scheme which in line with the Essex SACRE 2022 Syllabus. The SAT RE Scheme is an enquiry-led, multi-faith syllabus viewed, considered and explored through three distinct lenses: theology lens, philosophy lens and human and social science lens.

Teaching

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, role play, drama, asking and answering questions, using a range of sources including ICT, works of art, artefacts, visits and visitors.

Key Enquiries/ Objectives

EYFS

- Why is the word God so important to Christians?
- Why do Christians perform Nativity plays at Christmas?
- Why do Christians put a cross in an Easter Garden?

Year 1

- What do my senses tell me about the world of religion and belief?
- How does a celebration bring a community together?
- What do Jewish people remember on Shabbat?
- What does the cross mean to Christians?
- How did the universe come to be?

Year 2

- Why is light an important symbol for Christians, Jews and Hindus?
- What does the nativity story teach Christians about Jesus?
- How do Christians belong to their faith family?
- How do Jewish people celebrate Passover?
- Why do people have different views about the idea of God?

Year 3

- How do people express commitment to a religion?
- What is the Trinity?
- What is philosophy? How do people make moral decisions?
- What do Muslims believe about God?
- What difference does being a Muslim make to daily life?

Year 4

- Where do religious beliefs come from?
- What do we mean by truth? Is seeing believing?
- How do religious groups contribute to society and culture?
- Why is there so much diversity of belief within Christianity?
- What does sacrifice mean?

Year 5

- Is believing in God reasonable?
- How has belief impacted on music and art through history?
- Why should we be good?
- What difference does the resurrection make to Christians?
- How do Hindus make sense of the world?

Year 6

- How and why does religion bring peace and conflict?
- How do Buddhists explain the suffering in the world?
- What does it mean to be human? Is being happy the greatest purpose in life?
- Creation or science: conflicting or complementary?
- How do beliefs shape identity for Muslims?

Pupil Outcomes

Thinking through Believing:

- Ask questions that believers would ask.
- Think like theologians.
- Explore questions and answers that arise from inside religious and world views.

Thinking through Thinking:

- Ask questions that thinkers would ask.
- Think like philosophers.
- Explore questions and answers raised though considering the nature of knowledge, existence and morality.

Thinking through Living:

- Ask questions that people who study reality would ask.
- Think like human and social scientists.

- Explore questions and answers raised in relation to the impact of religious and worldviews on people and their lives.
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Curriculum Opportunities

RE is included in long term planning and in the planning of the weekly curriculum.

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions.

There are clearly very special opportunities to explore multicultural and equal opportunities issues and a consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

Recording RE work

At the start of each new unit of work, all pupil books will have an overview page, showing the objectives to be covered, vocabulary they will be re visiting and new vocabulary.

RE work, class discussions and photos are recorded in pupil RE books, throughout the whole year.

To ensure high standards of RE book work and progression, RE books are monitored termly by the subject lead.

Liaison with External Visitors

We work closely with Reverend Peter Edwards at Walton on the Naze parish church.

Special assemblies are delivered to celebrate religious festivals throughout the year. Pupils visit Walton on the Naze parish church for a Christmas service and a Sunday evening carol service.

Class visits from Reverend Peter Edwards are organised, where pupils benefit from his specific knowledge.

Visits and visitors, enable children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith.

Reporting to Parents

This is done twice yearly in Parents Consultations. Summative assessment is reported on in the child's annual report and opportunity given for parents to follow this up with class teachers if they wish. Termly assessment of RE is recorded on Target Tracker.

Resources

These include:

- Saffron Academy Trust service scheme of work.
- The school has an organised and accessible RE resource cupboard in the library.
- Resources are organised into labelled boxes, which include objects, story books and visual aids for each faith.