

Summerville Primary – An Academy School
Achieving through care, challenge and creativity
Religious Education Policy
Non Statutory Policy



RE Policy

Date of Approval: September 2026	
This policy will be reviewed by the LPP every 2 years.	
Date for Review: September 2028	
Signature	 Date: September 2026
Head Teacher	
Signature	  Date: September 2026
Chair of Governors	

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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:

'In religious education (RE), pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE in primary and secondary schools enables pupils to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.' (Ofsted 2021 - research review series – Religious Education.)

This fits with our school ethos of "achieving through care, challenge and creativity"

Ofsted's 2024 RE subject report recommended that schools should –

- *Ensure there is a specific curriculum for RE that is rigorous and challenging*
- *Select and sequence learning to progressively build and deepen knowledge – helping pupils make sense of the complex, diverse world they are a part of*
- *Include a balance of depth and breadth of religious and non-religious worldviews*
- *Identify how pupils develop disciplinary and personal knowledge.*

Summerville Primary School is an Academy school. We deliver RE using the Kapow Primary Religions and Worldviews programme as our scheme of work. The school adopts the Locally Agreed Syllabus and follows the Kapow Primary R&W programme.

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)
- National curriculum for England Key stages 1 and 2 framework document – page 5 <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

School have to –

promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

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The aims of our RE, using the Kapow Primary R&W Scheme of Work

Kapow R&W meets the requirements of our locally agreed syllabus for Hertfordshire and is aligned to the non- statutory guidance described above.

By following Kapow R&W at Summercroft Primary school we intend that Religious Education will:-

A. Know about and understand a range of religions and worldviews, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about
- identity, diversity, meaning and value, including ethical issues.
- Appreciate and appraise varied dimensions of religion or a worldview.

C. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other
- people's lives.

Kapow Primary R&W Content

Kapow Primary R&W is written with clear progression of substantive, disciplinary and personal knowledge. Each unit builds on conceptual knowledge, worldview specific knowledge and vocabulary from previous units both within that year group and from previous years.

This sequencing of units allows children to develop schema through connections with prior learning.

EYFS –

	Enquiry	Religions studied
Unit 1	Time to celebrate	
Unit 2	What makes us special?	Christian
Unit 3	Why are some places special?	Christian, Muslim

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Year 1 –

	Enquiry	Religions studied
Unit 1	How did the world begin? What do some people believe God looks like?	Christian, Muslim, Hindu
Unit 2	Why should we care for the world? Why should we care for others?	Christian, Sikh, Jewish, Muslim, Humanist, Jain
Unit 3	How do we know that new babies are special?	Humanist, Christian, Muslim, Hindu

Year 2 –

	Enquiry	Religions studied
Unit 1	Why do we need to give thanks?	Humanist, Christian, Hindu
Unit 2	What is a prophet?	Christian, Sikh, Jewish, Muslim
Unit 3	How do some people talk to God? Where do some people talk to God?	Christian, Muslim, Hindu, Jewish, Alevi, Sikh

Year 3 –

	Enquiry	Religions studied
Unit 1	What makes us human?	Humanist, Christian, Hindu, Buddhist
Unit 2	Where do our morals come from? What happens if we do wrong?	Jewish, Muslim, Humanist, Christian, Hindu, Buddhist
Unit 3	Are scriptures central to religion? Why is water symbolic? Why is fire used ceremonially?	Christian, Muslim, Jewish, Shinto, Sikh, Hindu, Zoroastrianism

Year 4 –

	Enquiry	Religions studied
Unit 1	Are all religions equal? What makes some text sacred?	Hindu, Sikh, Bahai, Buddhist
Unit 2	Just how important are our beliefs? Who was Jesus really?	Jewish, Muslim, Sikh, Christian, Hindu,
Unit 3	Does the language of scripture matter?	Christian, Muslim, Jewish

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Year 5 –

	Enquiry	Religions studied
Unit 1	Why do people have to stand up for what they believe in?	Muslim, Sikh, Christian,
Unit 2	Why doesn't Christianity always look the same?	Christian
Unit 3	What happens when we die? Part 2	Hindu, Buddhist, Sikh

Year 6 –

	Enquiry	Religions studied
Unit 1	Why does religion look different around the world? Part 1 and 2	Muslim, Sikh, Christian, Jewish, Hindu, Buddhist, Jain
Unit 2	Why is it better to be there in person?	Christian, Jewish, Humanist, Muslim
Unit 3	Why is there suffering? Part 1 and 2	Christian, Jewish, Zoroastrianism, Buddhist, Shinto, Sikh, Humanist

How is RE organised in this school?

Kapow R&W 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 preferred learning styles and the need for differentiation. 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.

Differentiation/SEN

Kapow R&W is written as a universal core curriculum provision for all children. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, 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.

Oracy

Through Kapow Primary R&W, pupils have opportunities to develop their oracy skills by:

- Challenging one another's ideas through debate and discussion.
- Collaborating using different roles to manage turn taking and other interactions.
- Interpreting sources of wisdom and sharing ideas and opinions.
- Responding to a wide range of sources.
- Summarising sources and other materials.
- Explaining links between worldviews.

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- Presenting findings.
- Role-playing stories.
- Questioning why people might do, think or believe something.

Assessment

Formative assessment

Every lesson begins with the recap and recall section which is intended to allow pupils retrieval practise of key knowledge relevant to the upcoming lesson. This section also provides teachers with an opportunity to make informal judgments about whether pupils have retained prior learning and are ready to move on.

Each lesson contains the 'Assessing progress and understanding' section which helps teachers to identify those pupils who are secure in their learning or working towards in each lesson. These assessments can be recorded on an online spreadsheet which supports the teachers in identifying gaps in learning amongst the class or individual pupils.

Summative assessment

Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with multiple choice and open-ended questions.

In addition, each unit uses a knowledge catcher. This can be used at the beginning and / or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered.

Assessment quizzes, and the knowledge catchers provide teachers with a record of summative assessment as evidence to progression throughout the year and as pupils move between key stages.

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.

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.

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.

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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.

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
- * Knowledge organisers
- * Displays

Withdrawal from RE lessons

Parents of a pupil at our school have an absolute legal right to withdraw their children from RE, either wholly or partly, and the school must comply with this request.

While parents are not required to give a reason or obtain permission, the school formatively invites parents who are considering withdrawal to a brief, informal discussion with the Headteacher or RE lead. The aim of this meeting is simply to clarify the nature of the RE curriculum, ensure parents are aware of the specific topics being covered, and discuss practical arrangements for the child's supervision during these periods.

In accordance with legal provisions, teachers also retain the right to withdraw from teaching RE, in which case the school will ensure alternative provision is made for the delivery of the curriculum.

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
- SMSC Policy
- British Values

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- Prevent Strategy

Training and support for staff

All staff benefit from training in order to enhance their RE delivery skills and knowledge. Kapow R&W provides key knowledge videos for each lesson and enhanced religion knowledge at the beginning of each unit.

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 bi-annually.

Interpretation

Any reference to a statute, statutory guidance and any other document shall be construed as a reference to that statute as amended or re-enacted and to the current edition or replacement of that statutory guidance or other document.