



Griffin Primary School

Religious Education Policy



1	Summary	Religious Education Policy			
2	Responsible person	Jade Walker			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Louise Pitts			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	LGB 14.11.25			
8	Version number	3.0			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	Autumn Term 2025			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			

**Contents**

1. Aims and Objectives.....	4
2. Whole School Curriculum Ambition	4
3. Religious Education Ambition	5
4. Religious Education Implementation	5
5. Religious Education Impact.....	5
6. Curriculum Planning	6
7. Religious Education Provision across the school.....	6
8. Assessment of Religious Education	7
9. Resources.....	7
10. Role of the Subject Co-ordinator	7



1. Aims and Objectives

The Hull and East Riding Agreed Syllabus for RE states that young people are growing up in a world where there is increasing awareness of the diversity of religious and other worldviews and the impact this diversity can have on individuals and society. Learning about religion and worldviews contributes dynamically to young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RE, young people learn about religion and worldviews in local, national and global contexts, to discover, explore, consider and interpret different responses to life's big questions. Studying religion and worldviews gives opportunity to develop knowledge and understanding of important aspects of human experience.

The curriculum for RE aims to ensure that all pupils develop religious literacy through:

- Knowing about and understanding a range of religions and worldviews, learning to see these through the disciplines of Theology, Philosophy and Social Sciences.
- Expressing ideas and insights about the nature, significance and impact of religion and worldviews through a multidisciplinary approach whilst engaging critically with them.
- Gaining and deploying skills taken from the disciplines of Theology, Philosophy and Social Sciences to enhance learning about religions and different worldviews.

2. Whole School Curriculum Ambition

At Griffin Primary School, our ambition is to provide a curriculum for all our students designed in response to what we already know about our children. Our over-arching goal is routed in promoting a positive attitude towards learning so that children enjoy coming to school, developing our children into life-long learners. Our curriculum is designed to provide all our children with the core knowledge that helps them to make links between their prior and new knowledge, allowing them to develop a deeper understanding and be inspired to continue their learning outside of the classroom.

We aim to provide our children with stability through a consistent curriculum provision, allowing staff to become experts and build in assessment tools. The curriculum is sequenced effectively to enable prior knowledge to be built upon both throughout and across year groups. At the heart of our curriculum there lies a respect for all the subjects we teach and how this provides our children with an insight into the world around us.

At Griffin we teach children how to develop their behaviours and habits to become effective learners through asking questions to develop their curiosity. Griffin's curriculum has been developed so that our children are not afraid to make mistakes and accept ways forward as support rather than criticism.

By the time the children leave Griffin, our ambition is to ensure that they have the necessary skills in Mathematics, English and communication so that they will become positive citizens in their community and the wider world.



3. Religious Education Ambition

Our ambition is to equip our pupils with knowledge of world religions, including Christianity, Islam, Judaism and Hinduism.

- Pupils will embrace the spiritual, moral, social and cultural diversity of the local area and wider world.
- Pupils will understand about world religions, and people of different faiths including their beliefs, attitudes, practices and rituals.
- Pupils become tolerant and respectful of people's cultures and beliefs.
- Pupils demonstrate an understanding of world views, including non-religious beliefs.
- Pupils demonstrate the values needed to live in Modern Britain.

4. Religious Education Implementation

Religious Education is taught using the Hull and East Riding Agreed Syllabus.

The implementation of the Religious Education curriculum is through several elements, outlined below:

- LTP
- Subject schemes of work
- Year group schemes of work
- Subject specific skills
- Subject specific vocabulary
- Recap of prior learning – Remember when
- Sticky Knowledge
- Assessment
- CPD

5. Religious Education Impact

- The outcomes of pupils in each year group
- Opportunities to build on prior knowledge year on year, making links between different religions, world views and cultures
- Develop an understanding that the world is made up of different religions, world views and cultures and that all people should be treated equally
- Develop mutual respect by recognising the diversity, beliefs and values within and between communities and individuals
- Demonstration of the values of Modern Britain through the rest of their school life and beyond
- Allow pupils to develop their own beliefs and values



6. Curriculum Planning

Schemes of work are based on the East Riding and Hull Agreed Syllabus (2022) which ensures that in each Key Stage, the main disciplines of Theology, Philosophy and Social Sciences are taught to ensure full coverage.

At all times, an open and enquiring attitude towards world views will be encouraged, staff will ensure that their personal beliefs are not promoted above those of others.

Each year group studies Christianity with a spiral developmental approach. Christmas and Easter are focused on in a different way in each year group to deepen understanding and develop the learning in a progressive way.

All year groups then study another religion to go alongside Christianity, meaning that all pupils have the opportunity to encounter a range of religions by the end of Key Stage 2 (11 years old).

Year 1 Christianity and Judaism

Year 2 Christianity, Judaism, Hinduism and Islam

Year 3 Christianity, Judaism, Hinduism and Islam

Year 4 Christianity, Judaism and Islam

Year 5 Christianity, Judaism, Hinduism and Islam

Year 6 Christianity, Judaism, Hinduism and Islam

7. Religious Education Provision across the school

EYFS

Pupils in EYFS are encouraged to develop skills, knowledge and understanding that help them to make sense of their world. This learning forms the foundations for later work in RE.

In EYFS, pupils focus on the themes of special people, special times, special places, special things and special books.

We encourage pupils to take part in hands-on experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities attract the children's interest and curiosity through visitors, visits and handling real religious artefacts.

KS1 and KS2

At Griffin Primary School we follow the Hull and East Riding Agreed Syllabus.



We encourage pupils to take part in hands-on experiences that encourage exploration, observation, problem solving, critical thinking and discussion. These activities attract the children's interest and curiosity through visitors, visits and handling real religious artefacts.

Evidence for RE is recorded in class big books.

8. Assessment of Religious Education

The Hull and East Riding Agreed Syllabus states that assessment relates to the three disciplines of Theology, Philosophy and Social Sciences. The Agreed Syllabus provides the agreed outcomes for those three areas for the end of Key Stage 1 and Key Stage 2.

At Griffin Primary School, we assess children at the end of each lesson based on the learning intention and the sticky knowledge taught.

The schemes of work include an end point statement based on the knowledge and skills the pupils will have acquired. Pupils will demonstrate this through answering looking, clue and thinking questions; and demonstrating their knowledge of vocabulary.

9. Resources

Griffin Primary School has a wide range of resources to support the teaching of Religious Education across the school. Resources are stored in labelled boxes in the RE cupboard.

10. Role of the Subject Co-ordinator

It is the responsibility of the subject co-ordinator to write the LTP and schemes of work for each Religious Education unit. The subject co-ordinator will also monitor the standards of children's work and the quality of teaching and learning in Religious Education. Monitoring may involve looking at planning, scrutinising work, lesson observations and pupil voice. Pupil voice is valued and helps to inform the vision and aims of Religious Education across the school, pupils are interviewed to gain an insight into the subject.

The subject co-ordinator produces an annual action plan for the development of RE and identifies next steps and any CPD needs. This working document is shared with Governors annually. The subject co-ordinator will also produce and narrate a presentation about their subject for the Governors bi-annually.

This policy will be reviewed every two years.