



William Ford C of E
Junior School
Religious Education Policy

To be reviewed: Annually

Date of last review: Autumn 2025

Date of next review: Autumn 2026

Ratified by Governing Body: Autumn 2025

Signed by Chair of Governors:

Our school vision is

Supporting pupils to be successful, healthy, fulfilled, and empowered to make a difference – strengthened by the hope and example of God.

Psalm 25: 4-5a - Show me your ways, Lord, teach me your paths. Guide me in your truth and teach me.

How our vision applies to this policy

This policy ensures that Religious Education equips pupils with the knowledge, skills and dispositions they need to be successful, healthy and fulfilled learners in a diverse and interconnected world. Through an enquiry-based curriculum, pupils explore big questions of meaning, purpose and belief, developing critical thinking, curiosity and a secure understanding of different religious and non-religious worldviews. This supports pupils in becoming spiritually healthy, reflective learners who can engage thoughtfully with complex ideas.

Religious Education plays a vital role in pupils' spiritual, moral, social and cultural development. Through reflection, dialogue and respectful engagement, pupils are empowered to develop empathy, a strong sense of justice and personal responsibility. RE encourages pupils to learn from the beliefs and examples of others, nurturing hope and confidence as they make informed choices and prepare to make a positive difference within their communities and the wider world.

1. Vision, rationale and curriculum approach.

This policy ensures that Religious Education equips pupils with the knowledge, skills and dispositions needed to flourish in a diverse and interconnected world. Our enquiry-led curriculum invites pupils to explore profound questions about meaning, purpose and belief, fostering curiosity and critical thinking. Through respectful dialogue and reflection, pupils develop understanding of a wide range of religious and non-religious worldviews, promoting empathy, justice and responsibility.

Religious Education plays a vital role in pupils' spiritual, moral, social and cultural development. It encourages them to consider how beliefs shape lives and communities, enabling informed choices and positive contributions to society. Using approaches such as *Mantle of the Expert*, pupils learn through immersive, role-based experiences that position them as responsible decision-makers within authentic contexts. This method deepens engagement, nurtures collaboration and empowers pupils to apply their learning creatively and meaningfully.

2. Statement of Entitlement

Religious Education (RE) is a statutory requirement for all registered pupils in Key Stage 2, except those withdrawn by parents in accordance with the Education Act 1996 and the School Standards and Framework Act 1998. At our school, RE follows the Barking and Dagenham Agreed Syllabus and meets the expectations of the Church of England Statement of Entitlement for Religious Education (2019). This ensures pupils receive high-quality, balanced and inclusive RE that reflects both local and national guidance.

Parents have the legal right to withdraw their child from all or part of RE. Requests should be made in writing to the Headteacher, who will discuss the implications and agree suitable alternative arrangements. While we respect this right, we encourage parents to consider the value of RE in preparing pupils for life in a diverse society. Religious Education is a distinct academic subject and should not be confused with collective worship, which is covered by separate statutory requirements. The school regularly reviews its RE provision to ensure compliance with statutory guidance and governors receive updates as part of curriculum monitoring.

3. Spirituality

Our approach to Religious Education reflects the school's vision that God is our guide, our hope and our example. We believe learning is a journey in which pupils are invited to explore big questions about meaning, purpose and belief, while developing respect for differing viewpoints. Spirituality is woven throughout the curriculum, encouraging reflection, awe and wonder, and providing opportunities for pupils to connect with God, nature and others. Through discussion, enquiry and approaches such as *Mantle of the Expert*, pupils learn to articulate their ideas, disagree well and consider how faith and values shape the choices they make. In doing so, RE supports our aim for pupils to flourish, live life in all its fullness and become bearers of hope and compassion within their communities and beyond.

4. Progression and sequencing

We follow the Barking and Dagenham Agreed Syllabus and use resources such as *Understanding Christianity* to support high-quality teaching. At least half of curriculum time is devoted to Christianity, with the remainder covering Islam, Hinduism, Judaism, Sikhism and other religious and non-religious worldviews. Our enquiry-based approach is structured around three strands: Theology, Philosophy and Human and Social Sciences. SACRE

recommends approximately five percent of curriculum time for Religious Education, which we meet through weekly lessons and enrichment activities.

RE is taught inclusively and is academically rigorous, never confessional. Lessons encourage dialogue, questioning and reflection, promoting SMSC development and British values. Progression is planned across Key Stage 2 so that pupils build cumulatively on prior knowledge and concepts. For example, pupils first encounter the theme of Creation in Year 3, exploring the biblical account and its significance for Christians. When they revisit this concept in Year 6, the enquiry becomes more complex as they consider whether it is possible to believe in both biblical creation and the scientific Big Bang theory. This sequencing ensures pupils develop deeper understanding, critical thinking and the ability to form personal views respectfully.

5. Inclusion and adaptations

Religious Education is taught inclusively, ensuring that all pupils can access and engage with learning regardless of ability or need. Lessons are adapted through strategies such as the use of visuals, scaffolded tasks and structured dialogue to support understanding. Technology plays an important role, with iPads used for research and recording, and QR codes created to share pupils' spoken explanations or role-play performances. Alternative methods of recording work, such as audio or video, are offered alongside traditional written tasks to remove barriers and celebrate diverse strengths. These approaches enable every pupil to participate meaningfully in enquiry-based learning, develop confidence and express ideas in ways that suit their individual needs.

6. Enrichment

Enrichment is an integral part of our Religious Education provision, offering pupils opportunities to experience faith and belief beyond the classroom. Visits to places of worship, virtual tours and interactive experiences allow pupils to see how beliefs are expressed in real-life contexts. We also welcome visitors from a range of Christian traditions, other faiths and non-religious worldviews, giving pupils the chance to hear personal stories and ask thoughtful questions. These experiences deepen understanding, promote respect and bring learning to life, supporting pupils in developing empathy and an informed perspective on diversity.

7. Monitoring and assessment

Assessment in Religious Education is ongoing and varied, including end-of-unit tasks, discussion, written reflection and creative outcomes. Teachers track progress in knowledge, skills and attitudes using agreed standards aligned with the Barking and Dagenham Agreed Syllabus and diocesan expectations. Assessment practice references diocesan guidelines and NATRE recommendations to ensure consistency and quality. Monitoring takes place through book looks, pupil voice and governor oversight. Assessment is not only a measure of attainment but a tool for improvement; teachers use outcomes to identify gaps in understanding, adapt future lessons and refine enquiry questions. Patterns in assessment inform medium- and long-term planning, ensuring that key concepts are revisited and deepened over time and that curriculum decisions reflect pupils' needs. This responsive approach helps maintain academic rigour while supporting inclusion and progression across Key Stage 2.