



Georgian Gardens Community Primary School

Religious Education (RE) Policy.

Updated October 2025

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Religious Education Policy

Context:

Georgian Gardens Primary School is a two form entry school serving children from Early Years to Year 6. We deliver Religious Education (RE) in line with the Locally Agreed Syllabus from West Sussex County Council, ensuring full compliance with its guidance and recommendations.

Georgian Gardens recognises the religious backgrounds and non-religious backgrounds of each of our pupils. We are sensitive to the diverse religious and non-religious backgrounds of our pupils and staff, ensuring that RE is inclusive and accessible to all, regardless of their beliefs.

We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development.

At Georgian Gardens we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

Legal Requirements:

RE at Georgian Gardens will meet the legal requirements by:

- Its inclusion in the curriculum of all registered pupils
- Reflecting the fact that religious traditions in Great Britain are in the main Christian, while taking into account of the teaching and practices of the other principle religions
- Teaching RE in accordance with the Local Agreed Syllabus
- Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. Teachers have the right to opt out of teaching Religious Education, provided they give prior written notice to the school governors in accordance with the Education Reform Act.

Aims & Objectives:

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Georgian Gardens we develop the children's knowledge and understanding of the major world faiths. We enable the children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn *from* religions as well as *about* religions. RE supports the school's core values of "Ready, Respectful, Safe, and Kind" and the vision for pupils as global citizens.

The aims of Religious Education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Great Britain and the wider world;
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences;
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- Have respect for other peoples' views and to celebrate the diversity in society.

Teaching and Learning:

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. We also allow the children to ask questions that they are intrigued about.

Our Teaching and Learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking.

Through our use of the *Discovery RE* scheme of work the children carry out research into religious topics. They study 'big questions' within religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children have opportunities to discuss religious and moral issues amongst themselves.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Grouping the children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity, adapted to the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children.
- Offering a range of activities which don't always require written work: acting out a scenario, discussions, working as a group with one person being the recorder of the written work (maybe a photo of activity).

Curriculum planning in Religious Education:

We plan our Religious Education curriculum in accordance with the West Sussex Agreed Syllabus. We ensure that the topics studied in Religious Education build upon prior learning.

We carry out the curriculum planning in RE in three phases of Long / Medium / Short term planning using *Discovery RE* as a basis.

The Long term plans maps out the topic studied. The Medium gives detail of each unit of work for each term and the class teacher prepares the plans for each lesson. By so doing we ensure that children have complete coverage of the agreed syllabus.

Teaching RE to children with special educational needs:

In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all of our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individuals with their own individual plans where appropriate.

Assessment and recording:

We assess children's work in RE by making informal judgements (formative assessment) as we observe them during lessons. We record judgements in the appropriate assessment section of our 'Skills and Knowledge Progression' document which is passed on through the school as each class moves up annually.

Resources:

We have a variety of resources and artefacts for the major faiths collated and stored with relevant literature to help deliver a good RE curriculum. A list of resources can also be found as part of the *Discovery RE* documentation. A photograph of resources is on the outside of each faith box in the RE storage area.

Our RE Co-ordinator is Mrs Trudi Fookes