



**GLENMERE COMMUNITY
PRIMARY SCHOOL**



At Glenmere we are GREAT! Because
we:
Grow, Respect, Enjoy, Achieve
Together

Religious Education Policy

2025-2026

RE POLICY	June 2025
Date of Last Review	June 2025
Next Review Due	June 2026

RE Policy 2025-2026

RE is an important part of the curriculum which enables children to think and respond to challenging ...”questions about the meaning and purpose of life, beliefs about God, ultimate reality, issues about right and wrong and what it means to be a human.” Teaching of RE prepares children to be positive, respectful members of our multi – cultural community.

At Glenmere Primary School Religious Education is taught according to the Leicester City Agreed Syllabus for Religious Education in 2019-24. This is in line with government strategies promoting, access, inclusion and individual learning. The Agreed Syllabus reflects, promotes and enables “children to explore their own beliefs, values and traditions and to learn a deeper respect for the beliefs and values of others.”

The teaching of RE allows children to have a knowledge and understanding of a variety of religions and world views in order to make sense of the world around them their place in it and to further develop a sense of their own values and identities.

Legislation requires that Religious Education must be included in the curriculum for all registered pupils. It is therefore a part of the entitlement curriculum for all pupils.

Rationale

At Shenton we develop children’s knowledge, skills and understanding to enable them to be able to question deeply and articulate their views and opinions in a respectful way.

Aims

The school’s aims are to:

- Follow The Agreed Syllabus to provide a relevant, thought provoking and enjoyable RE curriculum for all pupils.
- To develop children’s understanding of Christianity and the other main religions.
- To gain relevant skills to understand, interpret and evaluate texts.
- To articulate clearly and coherently their own beliefs, ideas and values.
- To be respectful of all other religions, world views, and others rights to have a differing opinion.
- To help children to have an understanding of community cohesion and a senses of belonging.
- To appreciate and be tolerant and respectful of others diversities.
- To provoke challenging questions and allow children to think, discuss and debate these.

The National Curriculum aims to ensure all pupils:

- “The curriculum for a maintained school must be a balanced and broadly based one which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.”
- “RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. The Government is keen to ensure all pupils receive high-quality RE.”
- **provokes challenging questions**

- encourages pupils to explore their own beliefs
- enables pupils to build their sense of identity and belonging
- teaches pupils to develop respect for others
- prompts pupils to consider their responsibilities to themselves and to others

Intent

Through RE at Glenmere, we aim to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer questions, explore different religious beliefs, values and traditions. Through quality teaching and learning, we develop a more rigorous understanding of the numerous religious traditions, influences, beliefs and practises that are followed in our local, national and wider global communities. We encourage pupils at Glenmere to engage in self-discovery where they explore their own beliefs and can safely and confidently express and articulate them. We want them to know how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and lifelong learning. Underpinning the above are opportunities to develop children's understanding of British Values, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

Breadth & Depth; Curriculum Planning

The long term planning is based on the suggested themes in the non-statutory Agreed Syllabus 2019-24. We believe this provides opportunities for children to make links and progressively increase levels of knowledge. Christianity is the main religion taught and we also teach about the two other main religions represented in the city of Leicester, Hinduism and Islam.

Discrete lessons are taught in some year groups e.g. year 6 unit- what will make our city a more respectful place? The unit provides opportunities for children to ask challenging questions and respond to the changes in the world around them.

The units have been placed in an order that will enable children to build upon their knowledge and make links and connections with prior learning, other religions and world views.

Progression & Continuity

The units of learning are progressive from through the key stages, by enabling children to build on previous learning about the religions and world views by exploring religious texts, concepts and ideas in greater depth.

Teaching and Learning

RE is taught through a range of teaching and learning styles and is taught in line with the teaching and Learning Policy.

RE teaching and learning will promote teaching through oracy to enable the children to become articulate speakers and in turn, reflective thinkers.

We aim to develop more opportunities for children to speak and read through the RE curriculum.

We recognise that developing children's subject specific vocabulary is important in RE and children will be given opportunities to use new vocabulary in context.

All lessons include a learning intention (a question), , a review fast 2 (to encourage links and long term memory retrieval), a focus on key vocabulary, modelling and a plenary (to encourage links and long term memory retrieval).

Assessment and Monitoring

In this school AFL strategies are used within each lesson to provide us with information on children's progress. Assessment information is gathered on those who exceeded expectations (mastery) as well as children who require support including EAL/SEND. Teachers use careful observations of pupils' responses and contributions to lessons and their professional judgement to monitor the development of skills outlined earlier. An end of unit 'Big Write' is used to assess the children's understanding of the subject matter that has been taught.

Teachers can use the AT1 (learning about) and the AT2 (learning from) "I can" statements from The Agreed Syllabus 2014-19 to assist with AFL.

The RE lead teacher monitors outcomes termly and acts as a point for advice and support.

Equal Opportunities and Inclusion

We ensure all children can access the curriculum with appropriate differentiation. Teachers are skilled at creating challenge for higher attainers and providing additional support/resources for those children who are learning English as an additional language, as well as those with any special educational needs.

Parental Involvement

Parents are often invited to our assemblies and festivals e.g. Harvest festival, and Christmas.

Resources

The school acknowledges the need to maintain, update and develop its resources to assist in the teaching and learning of RE.

Books are kept centrally in the library and we have a selection of books, worksheets and posters. Boxes of artefacts are kept in KS1 cupboard. We are continuing to increase our resources. A curriculum map and other resources such as knowledge organisers, linked learning grids and road maps.

Review: This policy is reviewed at least annually to respond to ongoing changes.

Date:

Appendix 1

RE Skills long term map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F4 Being Special: Where do we belong (C, H, M)	F2 Why is Christmas special to Christians? (Incarnation)	F1 Why is the word 'God' so important to Christians? (Creation & God)	F3 Why is Easter special to Christians? (Salvation)	F5 What places are special and why? (C, M)	
	F6 What times/stories are special and why? (C, M, J)					
Year 1	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians? (Incarnation)	1.7 Who Jewish and What do they believe?	1.1 What do Christians believe God is like? (God)	1.10 What does it mean to belong to a faith community? (C, J, M, NR)	1.8 What makes places sacred to believers? (C, M)
Year 2	1.2 Who do Christians say made the world? (Creation)	1.7 Who is Jewish and how do they live?	1.6 Who is a Muslim and What do They believe?	1.4 What is the good news Christians believe Jesus brings? (Gospel)	1.5 Why does Easter matter to Christians? (Salvation)	How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 3	L2.1 What do Christians learn from the Creation story? (Creation)	L2.7 What do Hindus believe god is like?	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Salvation)	L2.2 What is it like for someone to follow God? (People of God)	L2.12 How and why do people try to make the world a better place? (C, M, J, NR)
Year 4	L2.4 What kind of world did Jesus want? (Gospel)	L2.3 What is the 'Trinity' and why is it important for Christians? (incarnation & God)	L2.9 How do festivals and worship show what matters to a Muslim?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? (Salvation)	L2.11 How and why do people mark the Significant events of life? (G, H, NR)
Year 5	U2. What does it mean to be a Muslim in Britain today?	U2.5 What do Christians believe Jesus did to save people? (Salvation)	U2.6 For Christians, what kind of king was Jesus. (Kingdom of God)	U2.9 Why is the Torah so important to Jewish people?	U2.4 Christians and how to live: 'What would Jesus do'? (Gospel)	U2.11 Why do some people believe in God and some people not? (C, NR)
Year 6	Anti-Racist RE	U2.10 What matters most to Humanists and Christians? (C, M, J, NR)	U2.7 Why do Hindus want to be good?	U2.2 Creation and Science: conflicting or complimentary? (Creation)	U2.12 How does Faith help people when life gets hard? (C, H, NR)	

Appendix 2

Vocabulary progression1

Glenmere Community Primary School

RE vocabulary Progression

Red= words to use in work

Blue=Words to orally use

Green= words that will be used in some lessons

	Autumn 1	Autumn 2	Spring 2	Spring 2	Summer 1	Summer 2
EYFS	Being Special: Where do we belong Special Friend, Religion Belonging, Valued, Group, Baptism, Blessing, Welcome, Unique,	Why is Christmas special to Christians? Christmas God, Jesus, , Bible, Christian, Angel Star , Believe	Why is the word 'God' so important to Christians? Creation, Creator, Nature, Wonderful, Puzzling	Why is Easter special to Christians? Celebration, Festival, Easter, Occasion, Resurrection	What places are special and why? , Church, Mosque, Pray/Prayer Holy, Worship, Minister, Vicar, Reverend, Steeple, Font, Altar, Pew, Cross,	
Year 1	Who is a Muslim and how do they live?	Why does Christmas matter to Christians?	Who is a Muslim and how do they live? Prophet,	What do Christians believe God is like?	What does it mean to belong to a	What makes places sacred to believers?

	Islam, Muslim, Allah, Muhammad, Call to Prayer, Qur'an, Mosque/Masjid Prayer Mat, Minaret,	Nativity, Manger, Innkeeper, Stable, Shepherd, Gold, Frankincense, Myrrh Saviour Bethlehem, Sacred, Treat, Respect, Rules,	Peace Be Upon Him (PBUH), Crescent Star, Calligraphy, 99 Names, Inspired,	Symbol, Forgive, Sin, Heaven, Miracle, Lord's Prayer, Temptation, Revelation, Precious	faith community? Crucifix, Baptism, Christening, , Ka'ba, Hajj, Allahu Akbar, Rosary, Welcome Ceremony, Vicar, Holy Water,	Sacred/Holy, Symbol, faith, Altar, Candles, Icons, Stations of the Cross, Pulpit Lectern,
Year 2	Who do Christians say made the world? , Adam, Eve, Garden of Eden, day of rest,	Who is Jewish and how do they live? Star of David, Symbol, Torah Mezuzah, Scroll, Shabbat Shalom, Synagogue, Rabbi, Challah, Seder meal, Chanukah, Dreidel, Oil, Kippah Hebrew		What is the good news Christians believe Jesus brings? Disciples, parable, forgiveness, peace, prayer, Gospel, community, charity,	Why does Easter matter to Christians? Holy Week, Palm Sunday, Last Supper, Good Friday, Tomb, Resurrection, Easter, Betrayal, Arrested, Denial, Pesach (Passover), Slave Pharaoh Plague,	How should we care for the world and for others, and why does it matter? Unique, Important, Values, Responsibilities, Charity, Inspired, Heal, Duties Teachings, Benefits
Year 3	What do Christians learn from the Creation story? Genesis, creator, forgiveness, 'The Fall',	What do Hindus believe god is like? Brahman, Ganesh, Ganesha Mandir (puja) "Brahma, Shiva, Vishnu" Mahabharata deities" Incense Offerings Festival of Holi, Diwali, murtis, "The Throne of Hastinapura	What does it mean to be Hindu in Britain today? Hinduism, Dharma, Puja, arti, bhajans, mandir, Sanatan	Why do Christians call the day Jesus died 'Good Friday'? Salvation, save, rescue, Holy Week, Easter, communities	What is it like for someone to follow God? Noah, covenant, promises, ceremonies, wedding, Jesus,	How and why do people try to make the world a better place? Humanist, Charity, Sacrifice, Golden Rules, Selfishness, Generosity,
Year 4	What kind of world did Jesus want? Gospel, disciples, Trinity, worship, baptism, prayer,	What is the 'Trinity' and why is it important for Christians? Holy trinity, God the Father, God	How do festivals and worship show what matters to a Muslim? Ibadah, Surah, prayer, fasting, celebrating,	How do festivals and family life show what matters to Jewish people? Rosh Hashara, Yom Kipper, Pesach,	For Christians, when Jesus left, what was the impact of Pentecost?	How and why do people mark the Significant events of life? Ritual, Sacred, Initiation, Bar Mitzvah,

		the Son, God the Spirit, The Grace, Pentecost	community, harmony,	Autumnal Equinox, Sedar plate, Slavery, Freedom, Moses, Jonah, Rabbi	Pentacost, Spirit, Ascension, Jerusalem, Resurrect, Tongues, Descended, Multilingual, Corinthians, Evangelist, Fruit of the Spirit	Dharma, Rite of Passage, Confirmation, Amrit,
Year 5	What does it mean to be a Muslim in Britain today? five pillars, Haji, obedience, generosity, self-control Tawhid-Iman-Ibadah, prophet, festivals, Mosques, art, submission	What do Christians believe Jesus did to save people? Incarnation, Messiah, Gospel, prophecy texts, Biblical texts, theological terms, saviour	For Christians, what kind of king was Jesus. Biblical texts, needy, issues, problems, love, service	Why is the Torah so important to Jewish people? Bimah Siddur, Ark, Torah Scrolls, Eternal Light, Memorial Boards, Reformed Synagogue, Orthodox Synagogue, Hanukkah, Menorah, oil, miracles Torah, Scroll, Rabbi, The Mezuzah, Covenant, Creation, Genesis, Noah,	Christians and how to live: 'What would Jesus do'? Gospel texts, interpret, Biblical texts, Christian community, peace, forgiveness, healing	Why do some people believe in God and some people not? Theorist, atheist, agnostic, interpretation
Year 6	Anti-Racist RE Prejudice, Racism, Ethnicity, Justice, Hate speech, White privilege, Acceptance	What matters most to Humanists and Christians? moral code, theist, humanist, moral, atheist, agnostic, afterlife, ethical, humanism,	Why do Hindus want to be good? Karma/ Dharma/ Samsara/ Moksha, four stages of life, "Swami Vivekananda" Mahabharata morals Prahalad and Narasimha Dharma (cosmic law and order) Hanuman Vishnu Ramayana Gangotri Ganga Varanasi(The sacred rivers: Ganga, Yamuna, Saraswati) Mandan	Creation and Science: conflicting or complimentary? Genesis, The Big Bang Theory, evolution, natural selection, adaptation, scientific creator, Charles Darwin,	How does Faith help people when life gets hard? Eulogy, finite, Judgement, Psalm, Reincarnation, Salvation, morals, spiritual, social, cultural, symbols,	

			Bhagavad Gita "Mahatma Gandhi"		
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Appendix 3

Time allocation

The Agreed Syllabus recommends that a minimum of 36 hours in Key Stage 1 and 45 hours in Key Stage 2 be allocated to Religious Education. This means that at least 1 hour per week in Key Stage 1 and 1 ¼ hours in Key Stage 2.

Withdrawal

Parents have the legal right to withdraw their child from collective worship and Religious Education lessons in a primary school

To do so, parents should contact the headteacher to inform them of their wishes, and the school is required to supervise the child during this time. The right to withdraw can be exercised without giving a reason.

How to withdraw your child

- **Contact the school:** Write to or email the headteacher to formally request the withdrawal of your child from collective worship.
- **State your request:** Clearly state that you wish to withdraw your child from all or part of the collective worship.
- **No reason is needed:** You are not legally required to give a reason for the withdrawal.
- **Discuss with the school:** In some cases, the school may invite you to a meeting to discuss the request, but you are not obligated to attend. If you do not attend, the withdrawal will be put into effect immediately.

School's responsibilities

- **Provide supervision:** The school must ensure the withdrawn child is supervised at all times, although they do not need to provide additional teaching or incur extra costs.
- **Accommodate the child:** Depending on the school's resources, a withdrawn child might be moved to another location, like the library, or remain in the classroom but not participate.

Teachers may withdraw from teaching religious Education and they should not be discriminated against for their religious opinions or practices. Religious Education teaching must be delivered to the class if any teachers exercise their rights of withdrawal.

Assemblies and Collective Worship

At Glenmere Primary School we value each child and every aspect of their education. We create a caring environment which supported and enhances learning for all and provide opportunities for every individual to fulfil their potential.

Aims and objectives

The aims and objectives of collective worship are:

- to enable children to consider spiritual and moral issues;
- to enable children to explore their own beliefs;
- to encourage participation and response;
- to develop in children a sense of community spirit;
- to promote a common ethos, with shared values and to reinforce positive attitudes.

The school is exempt from broadly Christian Acts of Worship.S.A.C.R.E. (Standing Advisory Council for Religious Education) is set up to review the Agreed syllabus every five years.

Assemblies are held that reflect the traditions of all religions that are represented in the school and the wider community. We take the themes of our assemblies from the traditions of the faiths represented in our school and the local community. Sometimes the themes of our assemblies are related to topics we teach as part of the school curriculum.

Once a week on a Friday an assembly is held which celebrates children's' achievements. Other assemblies are held daily and include an act of collective worship. This allows for the pupils to have a moment of quiet reflection.

When there is not an assembly there is a daily act of collective worship in the class room. This allows for children to have a moment of quiet reflection.

As required by law, the school prospectus includes a statement on collective worship religious education and rights of withdrawal.