

RE Policy 2025-26

Hill View Primary Academy



Version: 2	January 2026
Member of staff responsible	Natalie Bick and Gemma Trenerry
Link Governor	Rob Barwell
Review date	January 2027

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:

“a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

Hill View firmly believes that all children deserve time and opportunity to explore their own spirituality and to develop their own understanding of how faith and religion shape the lives of many individuals and societies. The pupils of Hill View have the opportunity to engage in the questioning and exploration of their own and others' beliefs, ethics, religions and worldviews.

We deliver RE in line with the **BCP SACRE syllabus** alongside the **Jigsaw RE programme** as our scheme of work.

<https://www.eduknowledgehub.co.uk/Education-Improvement/SACRE/SACRE-Agreed-Syllabus-2023/3-BCP-Agreed-Syllabus-for-Religious-Education-2023-2028-PQ.pdf>

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)
- A Curriculum Framework for RE in England, REC 2013 (<http://resubjectreview.recouncil.org.uk/re-review-report>)

The aims of our RE, using the Jigsaw RE Scheme of Work

Jigsaw RE meets the requirements of our locally agreed syllabus **BCP SACRE** and is aligned to the non- statutory guidance described above.

By following Jigsaw RE at Hill View Primary school we intend that Religious Education will:-

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development.**

Jigsaw RE Content

Jigsaw RE covers all areas of RE for the primary phase, Christianity plus one other religion is taught in each year group. The grid below shows specific enquiries for each year group. We use the term Worldview below to encompass both religions and worldviews.

Foundation Stage 2 (Reception):

Jigsaw RE Enquiry	Worldview studied:
What makes people special?	Christianity, Judaism
What is Christmas	Christianity
How do people celebrate?	Islam/Judaism
What is Easter?	Christianity
What can we learn from stories?	Christianity, Islam, Sanatana Dharma, Sikhi
What makes people special?	Christianity, Islam, Judaism.

Year 1:

Jigsaw RE Enquiry	Worldview studied:
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What do Christians believe about God?	Christianity/ The Creation story
What gifts might Christians in my town have given Jesus if He had been born here rather than in Bethlehem?	Christianity/Christmas
Who is God to the Jews?	Introduction to Judaism
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity/Easter
Is Shabbat important to Jewish children? (Judaism)	Judaism/ The Jewish creation story
Does visiting the synagogue help Jewish children feel closer to God?	Judaism

Year 2:

Jigsaw RE Enquiry	Worldview studied:
Is it possible to be kind to everyone all of the time?	Christianity
Why do Christians believe God gave Jesus to the world?	Christianity/Christmas
Who is God to Muslims?	Introduction to Islam
How important is it to Christians that Jesus came back to life after His crucifixion?	Christianity/Easter
How important is the prophet Muhammad to Muslims?	Islam
How important is the Qur'an to Muslims?	Islam

Year 3:

Jigsaw RE Enquiry	Worldview studied:
Does joining the Khalsa make someone a better Sikh?	Sikhs
Has Christmas lost its true meaning?	Christianity/Christmas
Do Sikhs think it is important to share?	Sikhs
What is 'good' about Good Friday?	Christianity/Easter
What is the best way for a Sikh to lead a good life?	Sikhs
Could Jesus heal people?	Christianity

Year 4:

Jigsaw RE Enquiry	Worldview studied:
What is the best way for a Buddhist to show commitment to their beliefs?	Buddhism

What is the most significant part of the Nativity story for Christians today?	Christianity/Christmas
What is the best way for a Buddhist to live a good life? Right Living and Intention?	Buddhism
Is forgiveness always possible for Christians?	Christianity/Easter
How are Buddhist teachings interpreted by believers?	Buddhism
Do people need to go to church to show they are Christians?	Christianity

Year 5:

Jigsaw RE Enquiry	Worldview studied:
What is the best way for a Sanatani to show commitment to God?	Sanatana Dharma (Hinduism)
Is the Christmas story true?	Christianity/Christmas
How can Brahman be everywhere and in everything?	Sanatana Dharma (Hinduism)
How significant is it for Christians to believe God intended Jesus to die?	Christianity/Easter
Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives?	
What is the best way for a Christian to show commitment to God?	Sanatana Dharma (Hinduism)

Year 6:

Jigsaw RE Enquiry	Worldview studied:
How do inspirational people impact on how Humanists live today?	Humanism
Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity/Christmas
What is the best way for a Jew to show commitment to God?	Judaism
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Christianity
Is anything ever eternal?	Christianity
What is the best way for a Muslim to show commitment to God?	Islam

How is RE organised in this school?

Jigsaw RE 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 teaching and learning theories and the need for adaptive teaching. 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.

SEND Provision

Jigsaw RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will add to the planning to meet the needs of the children in their classes. To support this, 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. To further help teachers adapt the teaching, children in KS1 and 2, each enquiry has exemplars for those children working towards the learning objective, at the expected level for this age group and those working beyond the expected level of achievement.

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.

Withdrawal from RE lessons

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected. Once a child has been withdrawn, they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Policy Review

This policy is reviewed annually.

	Signed Headteacher	Signed Chair of Governors
Date of review: Jan 2026	V Buckland	
Date of next review:	Jan 2027	