



Religious Education **Policy**

2025-2026

Introduction

In order to ensure progression throughout the school from Year Three to Year Six, we deliver Religious Education (RE) in line with the 'Derbyshire Agreed Syllabus for Religious Education 2025-2030'.

Spire Junior School recognises and values the religious backgrounds and nonreligious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and staff of any religious belief or none.

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

At Spire Junior School 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.

"The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own" - 'Derbyshire Agreed Syllabus for Religious Education 2025-2030

Rationale

Religious Education allows children to explore and reflect on some of the fundamental questions asked by people. Through our teaching of RE, pupils develop their understanding and respect for the various religions in the world and learn to appreciate the views and beliefs of other individuals as well as to recognise their own self-worth within school and the wider community.

Aims

- To develop positive attitudes to encourage pupils to view themselves as equal, valued and valid individuals both in school and in the community.
- To develop children's understanding of major faiths and reflect on the questions that they create.
- To develop an awareness of the spiritual side of life.
- To understand, appreciate and respect the beliefs of others and how their beliefs affect their lives.

- To become responsible for one's own behaviour, to act according to moral rules and to regulate behaviour for the good of others.
- To respect other individuals' point of view.
- To explore questions relating to human existence and purpose.
- To understand that a religious faith allows some people to come to terms with basic life questions.

RE Teaching and Learning

RE at Spire Junior School is taught in accordance with the Government's Religious Education in English schools: non-statutory guidance 2010. This includes the use of the Derbyshire Agreed Syllabus for RE, as well as delivering lessons on concepts such as freedom, peace and rights and responsibilities. At Spire Junior we deliver RE lessons once per week to answer key questions and develop our learning.

The long-term overview for RE ensures that a range of religions are taught within school. This includes Christianity, Islam, Judaism, Buddhism and Hinduism.

Important events in the Christian calendar are also taught in school, such as Easter and Christmas celebrations in Assembly.

Parents have the right to withdraw their children from RE in accordance with schedule 19 of the School Standards and Framework Act 1998.

Marking and feedback

The continuous assessment for learning made by the class teacher will inform subsequent curriculum planning. As per our marking and feedback policy, most feedback will be given verbally on the work, with written comments only being used if these are deemed to be the most effective way of giving feedback in that lesson. Children will respond to feedback in pink pen. At the end of each unit, children will complete an end of unit assessment to show what they have learnt throughout the topic.

Equal Opportunities and Inclusion

At Spire Junior school we acknowledge our responsibility to provide a broad and balanced curriculum for all pupils irrespective of gender, ethnicity or ability. The following three principles will be applied to provide a more inclusive curriculum:

1. Setting suitable learning challenges;
2. Responding to pupils' diverse learning needs;
3. Overcoming potential barriers to learning for individuals and groups of pupils.

All pupils, including those with special educational needs, undertake the full range of activities. Teacher assessment determines the depth to which individuals and groups go during each unit of work.

Roles and Responsibilities

The teaching of RE is the responsibility of all teachers within the school. The head teacher and RE lead has responsibility for ensuring that the policy is used and updated when necessary and for the effective teaching and learning of RE throughout the school.

The RE co-ordinator has responsibility for overseeing the teaching, for the purchase of resources and for ensuring progression and continuity through monitoring, planning and assessment.

Review

This policy and the associated RE curriculum will be reviewed by the RE co-ordinator and Headteacher annually and updated if required.

The needs of staff regarding the teaching of RE, either expressed by the teachers directly or identified by the co-ordinator will inform the school development plan.