Sleights Church of England
(Voluntary Controlled) Primary School

Religious Education Policy

October 2026

*This policy has been written taking into account the latest Statement for Entitlement guidance (2026) and the SIAMS framwork (2025)

Working together to be happy; to flourish; to succeed
through our Christian values
perseverance, respect and **trust.**

Religious Education at Sleights

The teaching of Religious Education at Sleights is underpinned by the ongoing development and acquisition of knowledge and skills. This development and acquisition occurs as a result of our own school's curriculum sequence and progression, which maps out the core knowledge and skills children need to be highly effective artists.

About this policy

This policy intends to outline the policy and procedure for teaching and learning in Religious Education at Sleights Church of England (Voluntary Controlled) Primary School.

In our Church school, our vision is to "work together to be happy; to flourish; to succeed". This policy intends to outline how our whole school community lives this out in relation to curriculum planning and learning in Religious Education. Our Christian Values are firmly rooted in this policy.

Christian Value	How is this value lived out in our Religious Education policy?
Perseverance	*I can do all things through Christ who strengthens me* (Philippians 4.13) Religious Education is highly quality and challenging for children. Often, children will be challenged to explore ideas, values and stories, deeply rooted in the teaching of faiths. It is through perseverance that children build resilience and strength to grapple with these challenges.
Respect	*So in everything, do to others what you would have them do to you* (Matthew 7:12) As a proud Church of England school, we are committed to the teachings of the Bible and Jesus. However, we also teach a deep respect to our children in relation to other religions, traditions and faiths.
Trust	*My God is my strength in whom I trust* (Psalm 18:2) Trust is an essential aspect of highly effective RE teaching. In conjunction with respectful and caring consideration for a range of faiths and beliefs, effective trust at Sleights ensures that families, children and staff can work together, in line with our school vision to deliver a highly inclusive, engaging and effective curriculum to children with all and no faith.

Religious education in our Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together.

> *Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.* (Church of England Vision for Education)

The essential place of religious education (RE) in a Church school flows from our deep commitment to the flourishing of every child articulated in our Vision for Education. This document sets out the aim for young people to leave school with a rich and well-informed understanding of Christianity. Equally important is the development of a commitment to generous hospitality, expressed through deep respect for the integrity of other religious and belief traditions, and for the religious freedom of every individual.*(Religious Education Statement of Entitlement February 2026)*

Religious Education at Sleights

Religious Education at Sleights involves:

Dedicated curriculum time to engage in range of purposeful learning experiences related religions and world views.	Sequenced learning experiences, which build on prior knowledge and understanding.	Developing a secure understanding of substantive knowledge related to a range of religions and traditions.	Acquisition of skills and knowledge about how to know about religion and non-religion (disciplinary knowledge)

At Sleights, pupils and their families can expect a high-quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of religious and non-religious worldviews.

We teach according to the Locally Agreed Syllabus for North Yorkshire. We teach RE as a core part of our school curriculum to help our pupils develop their religion and worldview literacy. We understand this to be our pupils' ability to hold informed, balanced and critically-engaged conversations about religions and beliefs, including their own. RE in our school is delivered in an objective, critical and pluralist manner.

As a Church of England school, we recognise the core place that RE occupies as part of a broad and balanced curriculum. We also understand the contribution of effective RE to our journey towards realising our school's distinctively Christian vision.

We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith and belief practitioners from a range of religious and non-religious worldviews, and we value their contribution to our provision of effective RE.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of religious and non-religious worldviews.

Intent of our Religious Education curriculum

RE at Sleights Church of England School will be provided within legal requirements. These include:

1. The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain
3. The RE curriculum provided will be in accordance with the locally agreed syllabus / diocesan syllabus / our funding agreement

We deliver RE in accordance with the Church of England Education Office's *Statement of Entitlement*. We also pay due attention to the Ofsted RE Research Review (2021), the National Content Standard for Religious Education (2023) and the Ofsted RE subject report (2024).

Within this context, our aims in RE are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and a range of other religious and non-religious worldviews;
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
    - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;
    - Responding to such questions with reference to religious and non-religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
    - Reflecting on their own beliefs, values and experiences in light of their study of religious and non-religious worldviews.

Implementation of our Religious Education curriculum

Religious Education is implemented at Sleights through:

- timetabled, high-quality lessons, which enable children with the time and opportunities to develop their Religious Education understanding and skills over time.
- the use of a progressive long term plan, which is organised so that children can build an increasing knowledge base of Religious Education knowledge and skills.
- a termly, or half termly focus on an enquiry question, related to Religious Education, which supports and enables children to develop a secure understanding of a range of religions and views. These questions become harder to explore and answer as children move through the school.
- ongoing opportunities to acquire and apply knowledge and skills relating to Religious Education to support children build 'ways to know' about religion and non-religion.

Learning in Religious Education is recorded in a variety of ways. Children enjoy a range of focused tasks, practical activities and discussions, which may be recorded in class activities or individual work books.

RE is an academic subject that has a high profile in our school curriculum. It is a priority for all leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British Values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy*

- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Implementation: The long term plan for Religious Education

Due to mixed aged classes, the long term plan for Religious Education varies year to year, to ensure that content for cohorts is progressively sequenced and crucial learning is not missed. Each year, the long term plan is reviewed with the Religious Education leader accordingly.

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994) Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE.

We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2. This time is arranged as discrete sessions per week. RE also forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Years areas of learning.

Implementation: The content of the Religious Education curriculum at Sleights

The content of the Religious Education curriculum at Sleights is based on the North Yorkshire Agreed Syllabus for Religious Education. This syllabus includes materials from the Understanding Christianity publications. The planned curriculum at Sleights combines both programmes of work (see long term plan) and carefully identifies the related knowledge and skills associated with Religious Education teaching and learning.

As a church school, the teaching of Christianity is at the heart of our RE curriculum. In line with the national expectation that Religious Education teaching "reflects the fact that religious traditions in Great Britain are in the main Christian", at Sleights, the curriculum predominantly focuses on Christianity, but also includes study relating to Muslims, Hindus and Jewish people. Worldviews are also integrated into our teaching across Key Stage Two.

Implementation: The organisation of the Religious Education curriculum at Sleights

The teaching sequence of Religious Education at Sleights is organised into termly or half termly units, each posing a question related to religion and religious beliefs. These units are organised in our school long term plan and are focused on one of three areas related to Religious Education. These are:

- **Believing:** Religious beliefs, teachings, sources; questions about meaning, purpose and truth

- **Expressing**: Religious and spiritual forms of expression; questions about identity and diversity
- **Living:** Religious practices and ways of living; questions about values and commitments

Units selected in our long term plan are sequenced and placed to support children in building an increasing knowledge and skill base of religions, traditions and world views. Throughout their time at Sleights, children learn and revisit key elements and ideas of religions, in order to build their understanding. For example, Easter is revisited throughout year groups in school, after being introduced in Reception. Knowledge and understanding about Muslims is also developed, as children revisit and build on content first introduced in Key Stage One again during their time in Key Stage Two.

We ensure that teaching and learning in RE meets the needs of all pupils; the implementation of the curriculum focuses on ensuring all pupils develop the expected substantive, disciplinary and personal knowledge in RE. The curriculum provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils explore how these may change in different times, places and cultures. Our RE curriculum introduces pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. The curriculum provides opportunities to engage in meaningful and informed dialogue with a range of religious and non-religious worldviews.

RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging
Pupils experience opportunities to learn by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views, and opinions are treated with sensitivity and respect.

Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Implementation: Knowledge taught in our Religious Education curriculum

Religious Education at Sleights focuses on the acquisition of new knowledge and building on prior learning relating to three pillars. These pillars are interconnected and sequenced across the curriculum, so that children can build connections and links. The three pillars of Religious Education knowledge are:

- **substantive knowledge** – which focuses on knowledge about various religions and non-religious traditions

- **disciplinary knowledge (ways of knowing)** – which helps children learn 'how to know' about religion and non-religion
- **personal knowledge** – which focuses on building an awareness of children's own presuppositions and values about the religious and non-religious traditions

Further information about teaching and learning relating to the three knowledge pillars can be found in this policy. However, staff work carefully to identify the knowledge and skills required for all activities, so that children are supported to approach Religious Education activities effectively.

As a result of children's scholarship understanding of religion and non-religion (acquired from our long term plan), pupils are supported to challenge and tackle any misconceptions. These focus on claims and assertions that have or could be made in regards to religion.

As children move between classes and Key Stages, staff carefully identify the knowledge and understanding children have of Religious Education. Before introducing or developing understanding of knowledge or a skill, children complete ongoing low stakes assessment opportunities, which are built into sessions to ensure a secure understanding.

Implementation: Substantive Knowledge

In our Sleights' curriculum, substantive knowledge (sometimes referred to as 'sticky learning') is mapped out on our progression and planning documents. Substantive knowledge refers to religious and non-religious traditions and includes:

- different ways people express their beliefs.
- the artefacts and rituals associated with religious and non-religious traditions.
- concepts which relate to religious and non-religious traditions.

Concepts are developed across school focused on:

- concepts which are common to religious and non-religious experience e.g. interpretation
- concepts that are common to multiple forms of religious experience e.g. sacrifice
- concepts that are specific to a religious tradition e.g. the Christian notion of 'incarnation'.

This knowledge, concepts and content is organised and sequenced into building blocks, so that children gain new knowledge and build on prior learning over time. Within our curriculum planning, units of work, taught across school from Reception to the end of Key Stage Two, set out the substantive knowledge relating to Religious Education. This includes the knowledge components and the connections between these components, so children are able to establish links.

Implementation: Disciplinary Knowledge (ways of knowing)

At Sleights, children develop **disciplinary knowledge (ways of knowing)** through skill progression plans, which carefully set out how children will develop skills relating to 'how to know' about religion. These skills can be used across the curriculum in multiple ways. Children are taught how to understand how the substantive knowledge came to be, how to interpret the accuracy and validity of claims being made, the differences between conceptions and misconceptions, and the types of methods used in enquiries, including the suitability of these methods.

Our own school progression documents for disciplinary knowledge identify the sequence and content relating to ways of knowing across school.

Implementation: Personal Knowledge

Developing children's **personal knowledge** ensures that children gain an growing knowledge of their own values and beliefs related to religious and non-religious traditions. At Sleights, children will build this knowledge through planned reflection of how their own viewpoints relate to the religious and non-religious traditions. These planned opportunities are carefully identified and place activities into purposeful contexts. Our own school values and visions supports respect of other's opinions and beliefs. The curriculum for Religious Education at Sleights promotes ongoing opportunities for this.

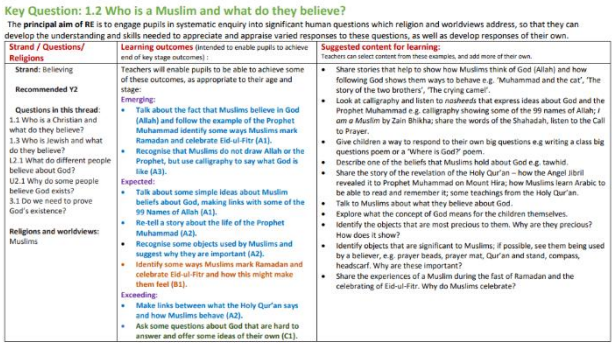
Implementation in Early Years

At Sleights, Religious Education begins in Early Years, where children are supported in developing their understanding of Christianity and other faiths. Children will develop their growing sense of self, their own community and their place within it. In Early Years, children will explore key questions and gain an understanding of belonging and special places. These units of work will enable children to secure knowledge and skills to support them in accessing high quality Religious Education in Key Stage One and Two.

Implementation in Key Stage One and Key Stage Two

Building on firm foundations of religions, views and customs, gained in Early Years, children across Key Stage One and Two develop an increasing knowledge and skill set. This is developed as children engage in a range of sequenced units of study, focused on improving knowledge and understanding of identified religions, traditions or concepts. This information is set out in our long term plan. In all aspects of Religious Education, opportunities to explore precise and accurate representation of religious and non-religious traditions is included.

For each unit of work across Key Stage One and Two, clearly identified learning outcomes have been identified, including emerging and exceeding statements. Our progression documents identify key milestones in relation to intended acquisition of knowledge and skills for each identified religion. These milestones are grouped into Key Stage One, Lower Key Stage Two and Upper Key Stage Two. Staff use the progression documents to support lesson planning and delivery.



Key Question: 1.2 Who is a Muslim and what do they believe?

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.

Strand / Questions/ Religions	Learning outcomes (intended to enable pupils to achieve end of key stage outcomes) :	Suggested content for learning: Teachers can select content from these examples, and add more of their own.
Strand: Believing **Recommended Y2** **Questions in this thread:** 1.1 Who is a Christian and what do they believe? 1.3 Who is Jewish and what do they believe? U2.1 What do different people believe about God? U2.1 Why do some people believe God exists? 3.1 Do we need to prove God's existence? **Religions and worldviews:** Muslims	Teachers will enable pupils to be able to achieve some of these outcomes, as appropriate to their age and stage: **Emerging:** • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1). • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). **Expected:** • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). **Exceeding:** • Make links between what the Holy Qur'an says and how Muslims behave (A2). • Ask some questions about God that are hard to answer and offer some ideas of their own (C1).	• Share stories that help to show how Muslims think of God (Allah) and how following God shows them ways to behave e.g. 'Muhammad and the cat', 'The story of the two brothers', 'The crying camel'. • Look at calligraphy and listen to *nasheeds* that express ideas about God and the Prophet Muhammad e.g. calligraphy showing some of the 99 names of Allah; *I am a Muslim* by Zain Bhikha; share the words of the Shahadah, listen to the Call to Prayer. • Give children a way to respond to their own big questions e.g writing a class big questions poem or a 'Where is God?' poem. • Describe one of the beliefs that Muslims hold about God e.g. tawhid. • Share the story of the revelation of the Holy Qur'an – how the Angel Jibril revealed it to Prophet Muhammad on Mount Hira; how Muslims learn Arabic to be able to read and remember it; some teachings from the Holy Qur'an. • Talk to Muslims about what they believe about God. • Explore what the concept of God means for the children themselves. • Identify the objects that are most precious to them. Why are they precious? How does it show? • Identify objects that are significant to Muslims; if possible, see them being used by a believer, e.g. prayer beads, prayer mat, Qur'an and stand, compass, headscarf. Why are these important? • Share the experiences of a Muslim during the fast of Ramadan and the celebrating of Eid-ul-Fitr. Why do Muslims celebrate?

Key prior learning is also included in planning documents, to support teachers in identifying retrieval opportunities.

Implementation: Breadth and Depth of the Religious Education curriculum

Our school Religious Education curriculum provides a broad range of opportunities to learn about a wide range of religions and traditions. The curriculum is designed to support children to learn in-depth content to support them in understanding the bigger picture of religion and non-religion.

The units of work included in our own long term plan focus on supporting children to explore themes and the complex ideas related to Religious Education over time. For example, units focus on exploring 'why' something or happened or 'what' something means. This enables children to investigate and explore, whilst building comparisons and depth of knowledge across the range of religions being studied.

Implementation: Supporting pupils, including pupils with special educational needs and/or disability

Ensuring access to the curriculum for all children, regardless of background, special educational need and/or disability is an essential aspect of teaching and learning at Sleights. Our approach to the curriculum for children with special educational need(s) and/or disabilities aims to ensure that children with differences are able to learn about a subject, remain focused, manage and complete tasks with a sense of achievement, whilst also being challenged.

This will be supported and achieved through a range of ways, including:

- Additional repetition of learning to support embedding the knowledge (to help the children to remember the knowledge).
- Repetition tasks take the form of retrieval tasks and activities, in addition to learning the same information in different ways over several lessons.
- A wider range of practical activities in the curriculum to support children's individual needs, including a range of recording methods.
- Reading differentiated to support lower-level readers.
- A range of practical resources and support tools to enable access to the curriculum.

Impact: how do we ensure that children are making progress and learning?

Assessment for learning is fundamental to raising standards and enabling children to reach their potential. Assessment in Religious Education takes place during and after each taught session, using a range of strategies such as marking and feedback, verbal discussions with children and response time.

The assessment journey in Religious Education is observed through ongoing review of children's application and understanding of skills. This is identified through work completed in lessons and evidence produced. In making assessments, staff will consider children's capacity to:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews

In addition to identifying the impact of teaching and learning of substantive knowledge, assessment of children's disciplinary skills is also made. These transferable skills are taught alongside substantive knowledge and assessed formally each term (assessments recorded on the half term). Teachers make informed assessment decisions based on activities and learning. These assessment decisions identify whether a child is demonstrating that they are meeting the expected standard, working towards it or exceeding it.

Impact: End of Key Stage outcomes

By the end of Key Stage One, children should be able to:

Know about and understand a range of religions and worldviews.	Express ideas and insights about the nature, significance and impact of religions and worldviews.	Gain and deploy the skills needed to engage seriously with religions and worldviews
Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry
Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Find out about and respond with ideas to examples of cooperation between people who are different.
Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	Notice and respond sensitively to some similarities between different religions and worldviews.	Find out about questions of right and wrong and begin to express their ideas and opinions in response

By the end of Key Stage Two, children should be able to:

Know about and understand a range of religions and worldviews.	Express ideas and insights about the nature, significance and impact of religions and worldviews.	Gain and deploy the skills needed to engage seriously with religions and worldviews
Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Legal Requirements

We acknowledge the right of parents/guardians to withdraw their children from RE. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. Should a parent/guardian wish to withdraw their child from RE lessons we ask that they inform the school.

We will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that parents are in possession of all the necessary information. However, should a parent/guardian request that their child be withdrawn from RE, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision but should not incur any additional cost in so doing.

Any queries regarding withdrawal from RE should be directed to the RE Subject Leader in the first instance, and thereafter to the head teacher.