



# Inspire Education Trust

Together we achieve, individually we grow

## Religious Education Policy (Primarys: Non-CofE Academies)

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**Policy Date:** July 2025

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Document History

Version	Status		Date	Author	Summary Changes
V1	1		1 <sup>st</sup> September 2024	M Thomas	=
V2	2		Jun 25	M Thomas	No changed proposed

# Religious Education Curriculum

The Religious Education Curriculum at Inspire Education Trust provides children with engaging, relevant, and above all memorable learning opportunities designed to develop our children's worldviews. Our revised 'Worldviews Approach' to RE describes the way in which our children encounter, interpret, understand and engage with the world. Areas of learning are motivating and engaging, with clear links to everyday life. Our Worldviews approach starts the particular (e.g. Individual and communal worldviews) and moves towards the general (e.g. knowledge of recognisable familiar traits from organised worldviews). Our revised approach places a large focus on the ways in which people live, the diversity of embodied religion and the hermeneutical nature of beliefs as interpreted and lived. We deliver RE in line with the Locally Agreed Syllabus: Coventry and Warwickshire Worldviews approach September 24. We use the Jigsaw RE programme as our scheme of work to teach RE through a Worldviews approach,

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 children'.

Religious Education is taught 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)

This RE policy is informed by current national guidance:

- Religious Education Council of English and Wales: Welcome to the Religion and Worldviews Approach to RE toolkit:  
[Welcome to the Religion and Worldviews Approach to RE Toolkit – REC \(religiouseducationcouncil.org.uk\)](https://religiouseducationcouncil.org.uk)
- RE Subject report series: religious education (an Ofsted subject report into factors that influence the quality of religious education in schools in England)  
[Subject report series: religious education - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

## 1. Aims

The aims of the Religious Education Curriculum at Inspire Education Trust are:

- To learn about, and to learn from, major world religions and worldviews
- To develop respect for and tolerance of people's faiths, beliefs and views
- To build an awareness of the different faiths in the local community
- To reflect and develop personal values and beliefs

- To allow for the expression and discussion of beliefs and view

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

By following Jigsaw RE at Inspire Education Trust 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.**

In Early Years, children learn about communities and cultures through stimulating learning activities designed to develop their understanding of the world. Special places are discussed and children spend time talking about religion and culture within the UK.

Religious Education in Years 1-6 is based on modules of work from the Discovery RE scheme. Modules provide enquiry-based learning and cover key world religions including Christianity, Hinduism, Islam, Judaism, Sikhism and Buddhism. Christianity is taught each year alongside an additional world religion. Learning within and across modules is built progressively. Religions are studied in a systematic way so that children are able to compare and contrast the essential elements of each religion.

## 2. Enrichment Experiences/Links with Parents and the Community

The Religious Education Curriculum aligns with all British Values, particularly tolerance, which promotes an awareness of the worldviews and personal views represented by children, their families and staff within schools. Our Academies routinely celebrate their unique make up of worldviews through displays in classrooms and shared areas, and in assemblies where children are encouraged to reflect on their personal worldview and personal view of the World. Staff promote inclusive and nurturing classroom environments in which children feel free to share their experiences, knowledge and understanding of different viewpoints.

In addition to this, parents\*/carers and the wider community may be involved in the following ways:

- Curriculum letters are sent to parents at the start of each term, outlining key information about the Religious Education learning within specific year groups;
- Special Visitors may be invited in to school to talk about their Worldview/Personal Viewpoint and what it means to them
- Visits to places of worship so children can increase their perspective on the different worldviews that exist in our local communities

### 3. Religious Education Curriculum Planning

#### Long Term Plans:

These take the form of a Curriculum overview which gives a summary of what RE units will be taught and when across Nursery to Year 6. 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.

INSPIRE RE WORLDVIEWS APPROACH 2024-2026 (IN LINE WITH JIGSAW RE)						
Worldviews Key:	Christianity	Islam	Sanatana Dharma	Humanism	Buddhism	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Enquiry Q- What makes people special to me and others?	Enquiry Q- What is Christmas to me and others?	Enquiry Q- How do I and other people celebrate?	Enquiry Q- What is Easter to me and others?	Enquiry Q- What can I and other people learn from stories?	Enquiry Q- What makes places special to me and others?
R	Enquiry Q- What makes people special?	Enquiry Q: What is Christmas?	Enquiry Q- How do people celebrate?	Enquiry Q: What is Easter?	Enquiry Q- What can we learn from stories?	Enquiry Q- What makes places special?
Year 1	<b>Worldview Christianity</b> Enquiry Q- What do Christians believe about God?	<b>Worldview Christianity</b> Enquiry Q- What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	<b>Worldview: Islam</b> Enquiry Q: How important is the prophet Muhammed to Muslims?	<b>Worldview Christianity</b> Enquiry Q- Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	<b>Worldview: Islam</b> Enquiry Q: How important is the Qur'an to Muslims?	<b>Worldview: Islam</b> Enquiry Q: Who is God to Muslims?
Year 2	<b>Worldview Christianity</b> Enquiry Q- Is it possible to be kind to everyone all of the time?	<b>Worldview Christianity</b> Enquiry Q- Why do Christians believe God gave Jesus to the world?	<b>Worldview: Sanatana Dharma</b> Enquiry Q: Who is God to Sanatanis?	<b>Worldview Christianity</b> Enquiry Q-How important is it to Christians that Jesus came back to life after his crucifixion?	<b>Worldview: Sanatana Dharma</b> Enquiry Q: What might Sanatanis learn from the story of Diwali?	<b>Worldview Humanism</b> Enquiry Q-What do Humanists believe?

## INSPIRE RE WORLDVIEWS APPROACH 2024-2026 (IN LINE WITH JIGSAW RE)

<b>Year 3</b>	<b>Worldview: Islam</b> Enquiry Q: Does praying at regular intervals help Muslims in their everyday lives?	<b>Worldview Christianity</b> Enquiry Q- Has Christmas lost its true meaning?	<b>Worldview Christianity</b> Enquiry Q- Could Jesus heal people? Did he perform miracles or was there some explanation?	<b>Worldview Christianity</b> Enquiry Q- What is 'good' about Good Friday?	<b>Worldview: Islam</b> Enquiry Q: Does pilgrimage make a person a better Muslim?	<b>Worldview: Buddhism</b> Enquiry Q: What is the best way for a Buddhist to lead a good life?
<b>Year 4</b>	<b>Worldview: Sanatana Dharma</b> Enquiry Q: Would visiting the River Ganges make a person a better Sanatani?	<b>Worldview Christianity</b> Enquiry Q- What is the most significant part of the nativity story for Christians today?	<b>Worldview: Sanatana Dharma</b> Enquiry Q: What do some deities tell Sanatanis about God?	<b>Worldview Christianity</b> Enquiry Q- Is forgiveness possible for Christians?	<b>Worldview Humanism</b> Enquiry Q- What motivates Humanists to lead good lives?	<b>Worldview Christianity</b> Enquiry Q- Do people need to go to church to show they are Christians?
<b>Year 5</b>	<b>Worldview: Buddhism</b> Enquiry Q: Is it possible for everyone to be happy? (Age 7-9).	<b>Worldview Christianity</b> Enquiry Q- Is the Christmas story true?	<b>Worldview: Islam</b> Enquiry Q: What is the best way for a Muslim to show commitment to God?	<b>Worldview Christianity</b> Enquiry Q- How significant is it for Christians to believe that God intended Jesus to die?	<b>Worldview: Islam</b> Enquiry Q: How is the Qur'an vital to Muslims today?	<b>Worldview Christianity</b> Enquiry Q- What is the best way for a Christian to show commitment to God?
<b>Year 6</b>	<b>Worldview: Sanatana Dharma</b> Enquiry Q: What is the best way for a Sanatani to show commitment to God?	<b>Worldview Christianity</b> Enquiry Q- Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	<b>Worldview: Sanatana Dharma</b> Enquiry Q: How can Brahman be everywhere and in everything?	<b>Worldview Christianity</b> Enquiry Q- Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	<b>Worldview: Sanatana Dharma</b> Enquiry Q: Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives?	<b>Worldview Humanism</b> Enquiry Q- How do inspirational people impact on how Humanists live today?

### How is RE organised across Inspire?

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.

### The Learning Environment:

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care. For this reason, we provide the Jigsaw RE Charter.

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.

## 4. Scaffolding

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, for 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

## **5. Assessment in Religious Education**

Throughout all RE units, retrieval practice strategies are used by teachers to activate prior learning, and revise and consolidate core knowledge. Strategies used include low stakes quizzes, true or false activities and group games, many of which are accessible resources from the Jigsaw RE programme.

### Formative Assessment within RE:

Within Religious Education learning, assessment is continuous and on-going which includes:

- Effective use of retrieval practice
- Questioning and discussion;
- Children's written work in Religious Education Floor Books
- Children's overall oral engagement in lessons;
- Peer- and Self-assessment.

## **6. Monitoring**

### **Planning:**

Long- and medium-term planning is provided for staff. Academy-based personalisation and scaffolding is done at a localised level within individual Academy settings

### **RE Floorbooks:**

These are monitored on a regular basis by members of the Individual Academy Leadership Teams, working alongside the Trust Curriculum Team as appropriate. Expectations for standards in Languages books are outlined to staff.

### **Pupil Voice:**

As part of regular pupil voice activities, children are invited to share their work and their views on the Religious Education curriculum with the Head Teacher or members of the School Leadership team.

## **7. Involving Parents/Carers and External Contributors:**

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn the RE Curriculum in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All lessons are scaffolded appropriately to meet the needs of all learners. It is hoped that this approach will motivate and support children's learning at all levels, including children identified with a Special Educational Need (SEND).

### Involving parents and carers

Inspire Education Trust believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through:

- \* Response to RE comments on school reports
- \* Termly Curriculum Letters documenting upcoming Religious Education units of study
- \* Displays where possible

### External contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda is intrinsic to Jigsaw RE. *RE is an important subject in contribution to the school's development as a Rights Respecting School.*

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

## 8. Equal Opportunities

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children (unless a request for withdrawal has been received) are given the opportunity to participate in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All lessons are scaffolded appropriately to meet the needs of all learners. It is hoped that this approach will motivate and support children's learning at all levels, including children identified with a Special Educational Need (SEND).

### 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 school may also wish to review such a request each year, in discussion with the parents.

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.

Moreover, Inspire Education Trust understands that it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

## 9. Roles and Responsibilities

The Trust's Curriculum Team, the Head of Education, Primary, and Trust Standards Committee have overall responsibility for the Religious Education Curriculum. They are supported by members of each academy's Senior Leadership Team, RE Lead and individual Teachers to effectively implement the RE syllabus at a localised level (individual Academy)

All teaching staff are responsible for the personalising of planning and delivery of the RE Curriculum on a weekly basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to maximise and adapt provision as needed to cater for the children within the individual classes.

### **Links to other Policies and Curriculum Areas:**

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Collective Worship where appropriate (probably NOT church schools).
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- SMSC Policy
- British Values
- Prevent Strategy

## 10. Equal Opportunities

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn the RE Curriculum in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All lessons are scaffolded appropriately to meet the needs of all learners. It is hoped that this approach will motivate and support children's learning at all levels, including children identified with a Special Educational Need (SEND).

## 11. Review

This policy will be reviewed in line with the Trust Improvement Plan.

Written by:	Mathew Thomas	July 2024
Reviewed by:	Mathew Thomas	May 2025
Next Review date:		Jun 2026
Approved by:		07.07.25

Signed:



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Signed:



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