



# Religious Education Policy

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# Religious Education Policy

## Introduction

RE is taught throughout the school using differentiated approaches in order to meet the needs of all our pupils. We comply with statutory guidelines and follow the Southwark Agreed Syllabus for RE, with all pupils accessing the Early Years and primary school syllabus (KS1).

The legislative requirement is that every special school pupil, unless withdrawn by parents, will receive RE/Religion and Worldviews as far as is practicable. In special schools, it is important that the spiritual, moral, social, cultural, emotional and intellectual development of all pupils is addressed. The broad aim of RE/Religion and Worldviews should be seen to apply to pupils in special schools and units as much as to those in mainstream schools.

## Rationale

The title of the Southwark's local agreed syllabus is '**Exploring Beliefs, Celebrating Diversity**'. It is called this because RE gives children and young people the opportunity to:

1. Learn about religion and worldviews.
2. Express and communicate ideas about religion and worldviews.
3. Gain and deploy skills needed for the study of religion and worldviews.

At Cherry Garden School we value and respect all pupils and their families. The traditions and world views brought to school by different religions and cultures give the whole school community the opportunity to learn and grow in understanding of each other. Fostering this understanding through the teaching of RE is important to us. RE also aims to help our pupils understand spiritual and moral values in both their lives, and the lives of others.

## Aims

There are three main areas of the RE curriculum:

1. Learning about religion and worldviews.
2. Expressing and communicating ideas about religion and worldviews.
3. Gaining and deploying skills needed for the study of religion and worldviews.

The aims of the RE curriculum are:

- To acquire and develop knowledge and understanding of Christianity and the other principal religions that are represented in Great Britain – Hinduism, Islam, Judaism, Sikhism, Buddhism

- To provide an opportunity for children and young people to understand each other's beliefs, practices and ways of life
- To explore life experiences and make a valuable contribution to the personal development of children and young people, particularly their spiritual, moral, social, cultural and intellectual development.
- To develop an understanding of how religion shapes a person's life
- To nurture spiritual growth through curriculum, collective worship, ethos & climate
- To develop an understanding of spiritual and moral values
- To encourage communication and participation
- To develop awareness of relationships with others
- To enable pupils to express joy at their own achievements and those of others so that they are able to live positively and purposefully as members of the community

### **Strategies for Learning**

Below is the guidance from Southwark Standing Advisory Council on Religious Education (SACRE) and how this will be adapted for the pupils at Cherry Garden School.

In the Early Years Foundation Stage the agreed syllabus suggests that the school experience of young children should include a range of RE-related activities that follow three themes:

- Celebrating special times
- Stories and what they tell us
- Aspects of identity and relationships.

As children explore these themes across their time in EYFS they think about two Big Questions '**What is special to me?**' and '**What is special to me and others?**'

At **Key Stage 1**, the agreed syllabus requires schools to reflect that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions presented in Great Britain' - The Education Act 1996. This agreed syllabus expects schools to provide opportunities for pupils to be taught about Christianity and at least one other principal religion, a religious community with a significant local presence and a secular worldview.

The main questions in KS1 are '**What does it mean to belong?**' - investigating the relation between religion and belonging throughout the year

and '**What can we learn from special stories?**' - investigating the relationship between religious stories and action.

***At Cherry Garden School;***

A whole-school religious theme is selected for each half-term, which may include alongside it seasonal festivals and celebrations across the major religions, and with a particular focus on the cultures and religions reflected in our own school community. The themes come from the Southwark Standing Advisory Council on Religious Education (SACRE) agreed syllabus for Early Years, with additional extension opportunities taken from year one of the Key Stage 1 syllabus, which will be used with those pupils for whom it is deemed appropriate.

<b>RE themes</b>		
<b>Term</b>	<b>Themes (based on EY)</b>	<b>Extension ideas (Based on year1 content)</b>
Autumn 1	Aspects of identity and relationships	What is special about living with family and friends?
Autumn 2	Celebrating special times	What does it mean to be Christian? Why do Christians celebrate Christmas?
Spring 1	Stories and what they tell us	Stories and what they tell us
Spring 2	Celebrating special times	What does it mean to be Muslim?
Summer 1	Aspects of identity and relationships	What does it mean to belong to Hinduism?
Summer 2	Stories and what they tell us	Stories and what they tell us

- Teachers will ensure that the religious theme is explored in a way appropriate and meaningful to their particular children, whether it be through art, cooking, story time or free play. At least one assembly each half term focuses on a religious celebration and will allow the children to further develop their RE learning in an appropriate and multi-sensory way.
- Classes will have specific times for spiritual reflection through collective worship daily (see collective worship policy).
- Links with the local faith community will be fostered and developed, with opportunities for visits to religious buildings and visitors invited in to school wherever appropriate.
- A multi-sensory approach will be used to deliver the RE curriculum, incorporating children's interests and experiences.
- RE is a cross-curricular subject and will link with the school curriculum through our core subject areas of CLL, PSED and UW.

Resources, appropriate to RE Syllabus will be ordered and monitored by the RE coordinator. A box of resources for each major faith and spirituality development are kept centrally.

All key stages have an assembly once a week, usually on a Friday. All assemblies involve a sensory exploration of items relating to a theme of significance to the whole school. Some examples include: Friendship, Meditation, Keeping Safe and Achievement.

### **Assessment, Recording and Reporting**

Religious Education is assessed and recorded in accordance with Cherry Garden School guidelines. Elements of the Maths, PSED and Knowledge and Understanding of the World branch maps are used to assess RE, to ensure a holistic approach to learning.

### **Parents/ Carers**

Parents/carers are encouraged to contribute to their children's Religious Education by sending in artefacts, music, and books, which reflect their children's backgrounds and religions. They are also encouraged to share their own experiences and skills through visits, photographs etc.

- Parents/carers receive information about their children's experiences and achievements at school through Tapestry.
- Parents/carers are informed of their child's current topics through the termly school newsletter.
- Parents/carers receive feedback on their child's progress at Parents Evenings, reviews and end of year reports.
- Parents/carers are invited to attend celebrations and events at school i.e. Christmas Concert and special assemblies e.g. Eid

### **Right to withdraw**

If parents want to withdraw their children from RE they should have a discussion with a member of SLT

### **Monitoring**

Each class teacher is responsible for ensuring the religious theme of the half-term is explored in the most meaningful way to their children. The R.E leader will offer ideas at the beginning of each half term and formulate a Pinterest board for each topic.

Monitoring the progress of individual children is the responsibility of the class teacher.

### **Equal Opportunities**

We ensure that all children have equal access to the RE curriculum. We will use a wide range of resources and teaching approaches to ensure that this happens. We also use resources that reflect and celebrate the diversity of the children in our school and the wider community. We actively avoid

stereotypes and use examples of positive role models wherever possible. Reference can be made to the school's single equality statement.

### **Health and Safety**

We aim to deliver the RE curriculum in accordance with Health and Safety regulations. Each teacher should complete a visit planning sheet and a visit risk assessment before a visit to a place of worship or religious interest takes place. Artefacts from the resource boxes, which are not made for unsupervised use by children, should be kept in a safe place and only be used under adult supervision.

### **Related Policy**

See Collective Worship Policy