Even Swindon Primary School
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Religious Education Policy for Even Swindon Primary School

Written: May 2026 **Next Review: May 2028**

Introduction

This policy sets out the principles, statutory requirements, and practical arrangements for the delivery of Religious Education (RE) at Even Swindon Primary School. It is informed by the 2014 National Curriculum framework, the Swindon Agreed Syllabus, and current Ofsted expectations, ensuring compliance with national legislation and best practice. The policy aims to promote religious literacy, respect, and personal growth, supporting pupils' spiritual, moral, social, and cultural development through a broad, balanced, and inclusive RE curriculum.

Aims

- Promote religious literacy and understanding of a range of religious and non-religious worldviews.
- Develop respect, tolerance, and empathy for others, fostering positive attitudes and values.
- Support personal growth and reflection, enabling pupils to explore their own beliefs and experiences.
- Encourage critical thinking, enquiry, and analysis through engaging and interactive learning.
- Ensure all pupils access a curriculum that is ambitious, broad, and sequenced, reflecting the diversity of Great Britain.

Statutory Requirements

- RE is a statutory subject for all registered pupils except those withdrawn by parents, as per the Education Act 1996 and School Standards and Framework Act 1998.
- The curriculum reflects the predominantly Christian traditions of Great Britain, while taking account of the principal religions and non-religious worldviews.
- Minimum recommended time allocation: 36 hours per year for Key Stage 1, 45 hours per year for Key Stage 2.

- RE must be accessible to all pupils, including those with SEND and EAL, with reasonable adjustments as required under the Equality Act 2010 and SEND Code of Practice (2015).
- Parents have the legal right to withdraw their child from all or part of RE. The school will make alternative arrangements for supervision in such cases; parents are responsible for providing alternative learning during these times.
- RE is distinct from collective worship, which is provided daily in accordance with statutory requirements.

Curriculum Coverage

The RE curriculum at Even Swindon Primary School is structured to ensure progressive coverage across all year groups, as outlined by the Swindon Agreed Syllabus. Pupils will:

- Learn about Christianity and principal religions represented in Great Britain (Islam, Hinduism, Judaism, Sikhism, Buddhism).
- Explore non-religious worldviews, such as Humanism.
- Develop knowledge of beliefs, teachings, practices, and their impact on individuals and communities.
- Engage with key questions, themes, and concepts, including identity, belonging, meaning, and values.
- Progress from descriptive knowledge to skills of enquiry, interpretation, evaluation, and reflection.

Year Group	Coverage Overview
EYFS	Encountering religious stories, celebrations, and simple concepts of belief and belonging.
Year 1	Introduction to Christianity and one other principal religion (Islam); basic beliefs, festivals, and practices.
Year 2	Further exploration of Christianity and another principal religion (Islam); similarities and differences; personal reflection.
Year 3	Christianity plus two principal religions (Hindu & Judaism); key beliefs, sacred texts, and places of worship.
Year 4	Christianity and two additional religions (Hindu & Islam); deeper enquiry into practices, values, and diversity.
Year 5	Christianity, principal religions (Hindu, Islam & Judaism), and non-religious worldviews (Humanists); ethical questions and impact on society.

Year 6	Comparative study of religions and worldviews (Christians, Islam, Hindus & Humanists); critical analysis, evaluation, and personal response.

Curriculum Implementation

- The RE curriculum is planned and sequenced in line with the Swindon Agreed Syllabus, ensuring cumulative knowledge and skills progression.
- Teaching is engaging, interactive, and accessible, utilising a variety of styles:
    - Use of religious artefacts, visual resources, and texts.
    - Visits to places of worship and welcoming guest speakers.
    - Incorporation of art, music, drama, and creative activities.
    - Enquiry-based learning driven by key questions.
    - Structured discussion and debate to develop reasoning and empathy.
- Lessons are differentiated to meet the needs of all learners, including SEND and EAL pupils.
- Teachers have secure subject knowledge, supported by ongoing professional development.
- Curriculum plans are regularly reviewed to ensure breadth, balance, and ambition.

Assessment

- Teachers use formative assessment throughout lessons, including questioning, discussion, written work, and creative outcomes.
- Summative assessment is conducted against the outcomes and expectations of the Swindon Agreed Syllabus.
- Children's achievement in RE is reported annually to parents via end-of-year reports.
- Subject leaders monitor assessment through book looks, lesson observations, and staff and pupil voice.
- Assessment is proportionate, meaningful, and used to inform future teaching and learning.

The Right of Withdrawal

We recognise the legal right of parents to withdraw their children from Religious Education lessons. If a parent wishes to withdraw their child, they are invited to discuss the curriculum content with the Headteacher to ensure they are fully informed of what is taught. Following this discussion, request for full or partial withdrawal should be made in writing to the Headteacher. Any children who are withdrawn during RE lessons, will complete work in another classroom during the teaching of RE in their own class. The school will make alternative arrangements for supervision in such cases; parents are responsible for providing alternative learning during these times.

Roles and Responsibilities

Role	Responsibilities
Headteacher	Ensures statutory requirements are met; supports subject leadership and resource allocation.
RE Subject Leader	Oversees curriculum planning, implementation, monitoring, and evaluation; leads CPD and development.
Class Teachers	Deliver RE lessons; assess and record pupil progress; ensure inclusion and engagement.
Support Staff	Assist in adapting resources and supporting pupils with additional needs.
Governors	Monitor compliance and effectiveness; support strategic development of RE provision.

Inclusion

- The RE curriculum is accessible to all pupils, with adaptations and support for SEND and EAL learners.
- Differentiated tasks and resources ensure appropriate challenge for all, including higher attainers.
- The curriculum avoids stereotypes and promotes respect for diversity.
- All activities, including visits and use of artefacts, comply with safeguarding and health and safety policies.
- The school ensures equal opportunities, in line with the Equality Act 2010.
- Parents' right to withdraw their child from RE is respected, with alternative supervision provided.

Professional Development

- Staff receive ongoing subject-specific CPD to develop secure knowledge and confidence in teaching RE.
- Training includes curriculum updates, pedagogical approaches, inclusion strategies, and assessment practices.
- Subject leaders access local and national RE networks and resources to inform school practice.

Inspectorate Expectations

- The policy ensures the RE curriculum is ambitious, broad, balanced, and well-sequenced, reflecting the Swindon Agreed Syllabus.
- Teaching is engaging, interactive, and inclusive, enabling pupils to embed and use knowledge fluently.
- Assessment is meaningful, proportionate, and informs teaching.
- RE contributes to pupils' SMSC development and fosters respect and tolerance.
- Subject leadership is proactive, evidence-informed, and ensures systematic monitoring and evaluation.
- The policy addresses common areas for improvement identified by Ofsted, including curriculum ambition, inclusion, assessment, and professional development.

Monitoring and Review

- The RE subject leader monitors curriculum implementation through lesson observations, book scrutiny, and pupil voice.
- Regular evaluation of planning, teaching, and assessment informs ongoing improvement.
- The policy and curriculum provision are reviewed annually, with input from staff, pupils, and governors.
- Outcomes of monitoring are reported to senior leadership and governors.