Sandlings Primary School
RE Policy

Date	October 2026
Review	May 2029
Reviewed by	Headteacher and Staff

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, sex, gender reassignment, pregnancy or maternity, race, religion or belief and sexual orientation, marriage and civil partnership. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil or adult and it helps to promote equality at this school.

Associated policies and documents

- Teaching and Learning policy
- SEND policy
- Marking and Feedback policy
- Curriculum Intent Statement

Parents and carers do have the right to withdraw their child from all or part of RE. While no reasons need to be given for withdrawal, we warmly welcome the opportunity to discuss any concerns you may have before you make a final decision, as our curriculum is designed to be inclusive and respectful of all faiths and none. If you still wish to exercise this right, please submit your request in writing to the Headteacher so that appropriate alternative arrangements and supervision can be organised for your child during these lessons.

Intent

The primary purpose of RE is to develop 'religious literacy' or the 'ability to hold balanced and well-informed conversation about religion and belief'.
Suffolk's agreed syllabus says that
"*the RE curriculum as a blend of three academic disciplines: theology, philosophy, and human and social science. Each discipline is present at each key stage of learning.*
Underpinning these disciplines is a requirement to develop four key attitudes which are essential to good RE learning: Self-awareness, Open-mindedness, Respect for all and Appreciation and wonder."

The principles of our Sandlings ethos "Sandlings is a unique, nurturing school where everyone belongs and thrives" can be seen throughout our RE curriculum and provision.

Learning is a change to long-term memory. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of procedural and semantic knowledge.

Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our pupils, our beliefs about high-quality education and our values. They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities. At Sandlings we want children to be successful through learning through real experiences i.e. visiting a place of worship listening to a visiting speaker learning from other children, for children to understand their learning i.e. respect the significance of religion and be creative in them in their learning i.e. making connections about beliefs and customs.

Cultural capital gives our pupils the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values. **Curriculum breadth** is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for pupils to study the best of what has been thought and said by many generations of academics and scholars.

Our curriculum distinguishes between **subject topics** and **threshold concepts**. Subject topics are the specific aspects of subjects that are studied. **Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of subject topics. Through this 'forwards-and-backwards engineering' of the curriculum, pupils return to the same concepts over and over and gradually build understanding of them.

For each of the threshold concepts, over the three milestones, each of which includes the procedural and semantic knowledge, pupils need to understand the threshold concepts and provide a progression model.

The 5 thresholds concepts for RE are

- Understand beliefs and teachings -understanding the key teachings of various religions.
- Understand practices and lifestyles- understanding the day to day lives and practices of various religions.
- Understand how beliefs are conveyed- understanding how books, scriptures, readings, and other important means of communication are used to convey beliefs.
- Reflect- an appreciation of how religion plays an important role in the lives of some people
- Understand values- an appreciation of how many people place values as an important aspect of their lives.

The characteristics we aim to foster in our children are:

• An outstanding level of religious understanding and knowledge;
A wide knowledge and deep understanding across a wide range of religions and beliefs and through this understanding have respect and tolerance for different faiths and cultures
• A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
• The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth, and Value of religion.
• A strong understanding of how the beliefs, values, practices, and ways of life within any religion cohere together.
• Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas, and working constructively with others and use these skills across the curriculum
• Significant levels of originality, imagination, or creativity, which are shown in their responses to their learning in RE.
• The ability to link the study of religion and belief to personal reflections on meaning and purpose.

Implementation

It has been agreed that having considered the requirements and guidelines presented in the Suffolk Agreed Syllabus, we study the Emanuel Project guidance and themes of study which cover the following religions:

- Christianity
- Islam
- Judaism
- Hinduism
- Sikhism
- Buddhism

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
• Learning is most effective with spaced repetition.
• Interleaving helps pupils to discriminate between topics and aids long-term retention.
• Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
In addition to the three principles, we also understand that learning is invisible in the short term and that sustained Mastery takes time

Coverage

We use Oracy as the golden thread for children to talk confidently about religion using subject specific vocabulary to explore knowledge, ideas, thoughts, and opinions
The teaching of Re is blocked into three units per year to allow children to immerse themselves in the subject and think deeply. It also helps children likely to be posted the opportunity to complete a theme in a blocked period
Our content is subject to specific. We make intra-curricular links to strengthen schema.
A variety of teaching and learning styles are used when teaching RE. The scheme uses an Enquiry Cycle model within each unit (Engage / Enquire / Explore / Evaluate / Express). All the units expand the EXPLORE section into three areas (scriptural text or narrative / community practice / daily living) to ensure a balanced approach to religious material, rather than an approach that focuses solely on religious festivals or sacred stories. Teachers adapt the unit's activities resources and timings for their own class.
Within each unit teachers will use a variety of teaching and learning strategies such as setting common tasks that are open-ended which can have a variety of results or setting tasks of increasing difficulty where children can choose a task they feel challenges them either a Do It, Use It or Own It task (DUO) and providing opportunities for pupils to work on their own and to collaborate with others

EYFS
Our RE Curriculum progression documents show progression over each milestone and how the EYFS curriculum is the foundation of learning for children to build upon as they continue their journey in KS1.

Equality and inclusion
We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

Homework
Each term children are set on a menu of tasks based on a theme to complete, and sometimes these tasks may have a Re task in them.

Resources
We use the Emmanuel scheme and resources are held in the Re cupboard
Emmanuel introductory videos
The videos are available from the links below:

- Video 1: An introduction to the EP2020 https://youtu.be/0re8qpcOLMc
- Video 2: How the scheme works https://youtu.be/dRZxtg8NQMg
- Video 3: Walk through a unit https://youtu.be/UhJgaBhZZOY

Link to Emmanuel Padlet resources

https://www.cofesuffolk.org/schools/school-leaders/religious-education/re-resources/

Enriching Our Curriculum Through Social Moral Spiritual and Cultural Education (SMSC)

SMSC is developed in many ways such as:

- experiencing wonder and joy through learning about and from stories, celebrations, rituals and different expressions of religion and worldviews
- asking and responding to questions of meaning and purpose
- considering questions about God
- exploring spiritual practice such as worship and prayer,
- exploring similarities and differences between faiths and cultures
-
- We celebrate children's religions in lots of ways i.e., stories in assemblies and sharing religious celebrations such as Diwali involving parents as well.
- We have close links with the local church where we conduct a Christmas service annually.
- We have a wide range of resources to enhance our provisions such as books and the use of the internet as well as artefacts.
- We have close links with local church and two local Christian religious organisations Just 42 and we make

links with their learning in class in assemblies, which our broadly Christian but incorporate festivals and events and key figures in other religions too.

Impact

Because learning is a change to long-term memory, it is impossible to see impact in the short term.
We do, however, use probabilistic assessment based on deliberate practice.

In the first instance children will Evaluate and Express their learning about the key concepts There is also continuous assessment through teacher questions and observations.

We assess our children termly. Across the three milestones (Years 1&2 3&4 5&6) it is expected that at the end of each milestone most children will be at an advancing understanding, and some will have a deeper understanding. We assess the children's depth of understanding each term and use this to assess whether pupils are on track to meet our expectations by the end of each milestone.
We report on pupil achievement, attainment, and progress in annual reports to parents and autumn and spring term parent's evenings and midterm reports.

Monitoring pupil outcomes is a shared responsibility through evaluation of the strengths and weaknesses of RE teaching and learning across our school and areas for further improvement our prioritised.