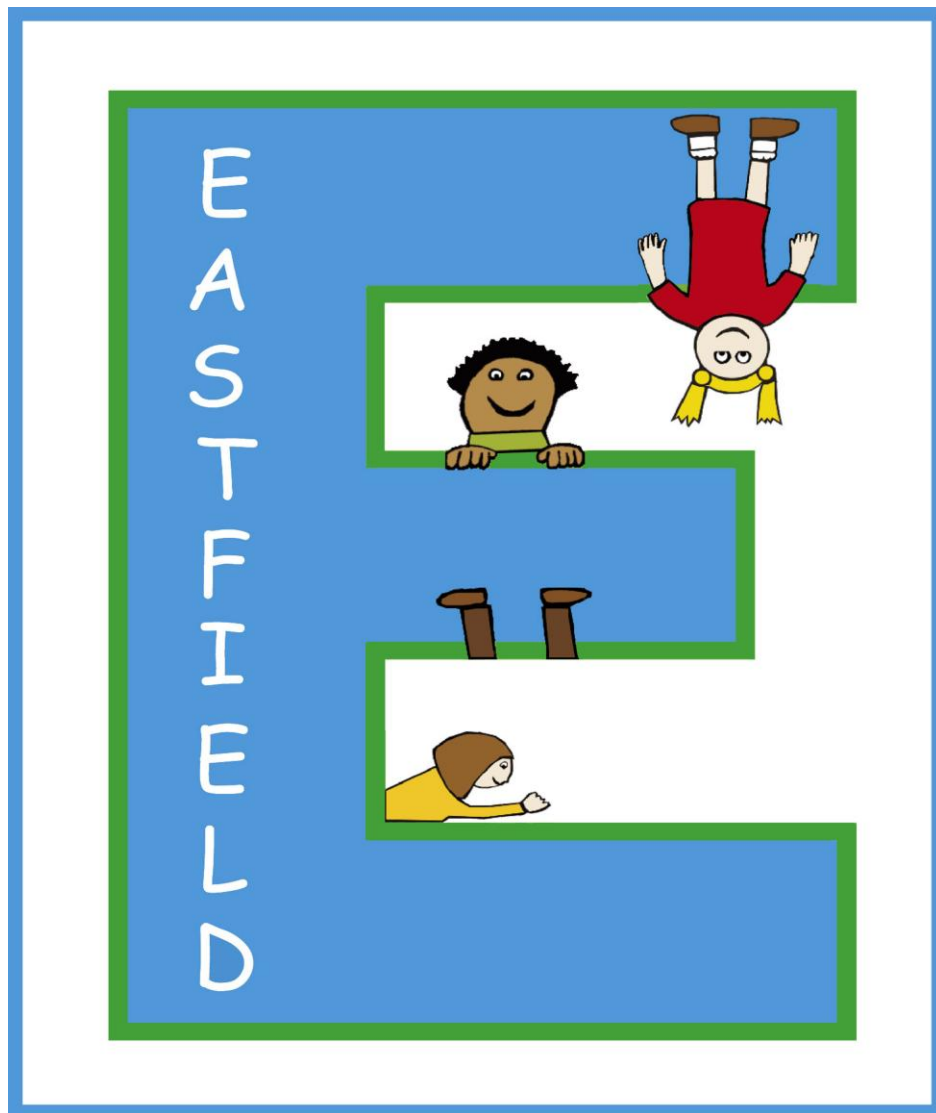


R.E Policy



February 2026

Eastfield Primary School

A Policy for R.E

Introduction

This policy intends to provide a framework for effective teaching of religious education. All pupils are entitled to receive RE as part of a broad and balanced curriculum which promotes spiritual, moral, social and cultural development. The RE planning is from the Wolverhampton SACRE and focuses on the teaching of Christianity and the other fundamental religions of our local community of Wolverhampton – Hinduism, Sikhism, Judaism and Islam.

Planning for R.E

The school follows the most recent 2021 version of the Wolverhampton Agreed Syllabus for Religious Education and fits the units in at the most appropriate time according to the class theme/topic. Lessons are detailed on PDF documents which can be found on the school learning platform. The plans are very detailed and act as a guide for teachers to then turn into short term planning as they see fit to best suit the needs of their class. The planning is very detailed and includes the following aspects to support teachers with the planning and delivery of lessons:

- * where the unit fits in
- * knowledge and skills progression with prior learning ideas noted
- * opportunities the unit provides to learners
- * key aims
- * attitudes learners can develop through learning about this unit
- * key vocabulary & resources
- * expectations
- * assessment suggestions
- * key questions
- * detailed lesson plans

Records of progress and assessment

There are no formal National Curriculum requirements for RE, we have therefore created our own age-related expectations to inform teacher assessments and form part of the school's planning process – plan, teach, review and assess. Age related expectations for RE are found on DC Pro and staff can mark the expectations as achieved when a pupil is successful with their learning activity.

Resources

Resources are stored centrally in the upstairs resource room and will need to be collected and returned by staff at the end of a topic. An electronic copy of the Wolverhampton Agreed Syllabus for Religious Education is stored on the school's learning platform.

The Right of Withdrawal from RE

At Eastfield Primary School we wish to be an inclusive community but recognise that parents, of course, have legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

We would ask any parent/carer considering this to contact the Head Teacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education at Eastfield Primary school.

After a discussion with the Head Teacher, where parents have formally requested **in writing** that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

Equal Opportunities

In R.E equal opportunities are catered for in accordance with the school's equal opportunities policy. Children with learning difficulties are given support within the class, and careful planning means that the RE curriculum is accessible to every child at Eastfield.

Non-Negotiables for Staff

- Lessons are planned for using the most up-to-date version of the SACRE syllabus.
- Lessons should contain key questions (detailed on the SACRE syllabus).
- Prior knowledge should be revisited.
- Key Vocabulary to be displayed on screens and taught.
- Artefacts/books to be used where possible.
- Work in books to be assessed in-line with the assessment policy.
- Learning journals to be used to record whole class learning/key speakers/visits.
- AREs are detailed on DCPro and separated into the 4 units which are taught throughout the year. Staff should assess against these skills per child, as they see fit.

Date – 23/02/2026

Review Date – February 2028

Reception	Who celebrates what? How and Where? Celebrations that matter in Wolverhampton. (Christian, Muslim, Hindu, Sikh)		Play based RE: a set of examples
Term	Autumn	Spring	Summer
Year 1	How can we find out about Christianity in Wolverhampton?	What can we learn from stories about prayer and Jesus?	Summer 1: Beginning to learn Sikhism. Summer 2: Special stories for Christians, Sikhs and Muslims
Year 2	Autumn 1: Holy Places - Worship at the Church, Mandir, Mosque and Gurdwara. Autumn 2: Bible Stories about Moses	Questions that puzzle us.	Beginning to learn about Islam.
Year 3	Autumn 1: What is it like to be a Hindu? Autumn 2: What do we celebrate and why? (Christian, Muslim, Sikh, Hindu)	What do people believe about God?	Exploring key leaders: Sikhs and Hindus.
Year 4	What is like to be Jewish?	Why do some people think Jesus is inspirational?	Summer 1: Why does the Prophet matter to Muslims? Summer 2: Enquiry visiting places of worship
Year 5	Autumn 1: When, how and why do Christians pray? Autumn 2: What can we learn from religions about temptation?	Keeping 5 pillars of Islam.	Hindu, Muslim and Jewish prayer.
Year 6	Autumn 1: Can Christian aid, Khalsa aid and Islamic relief change the world? Autumn 2: Values - what matters most Christians and Humanists?	What will make our community respectful?	Sikhs in Wolverhampton/Sikh way of life.