



Riversdale Primary School

"A nurturing, ambitious and values led school."

Religious Education Policy

Date: 25th September 2025

Review Date: 24th September 2028



LEGAL FRAMEWORK

Religious Education (RE) is a statutory subject for all registered pupils in maintained schools, and must be taught in accordance with the locally agreed syllabus. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- Wandsworth Agreed Syllabus for Religious Education (2023)

INTENT

Religious Education (RE) lessons will enable pupils to extend their knowledge and understanding of religion and belief diversity in the local, national and global landscape. Pupils will develop and use religious vocabulary correctly and will interpret religious symbolism in a variety of forms. Pupils will be 'religiously literate', they will understand what 'believing', 'thinking' and 'living' entails for religious believers. In Religious Education lessons, pupils will also grapple with ultimate questions and reflect on questions of meaning, offering their own thoughtful and informed insights into religious and secular world-views.

IMPLEMENTATION

Pupils at Riversdale explore a wide range of religious and non-religious worldviews, including Christianity, Islam, Judaism, Hinduism, Sikhism, Buddhism, and Humanism. Through enquiry and reflection, they consider how beliefs shape identity, values, and actions, and how people interpret and respond to moral and philosophical questions. Pupils are encouraged to engage with differing viewpoints on key issues, developing respect for diversity and the ability to think critically about their own and others' perspectives. This balanced approach ensures that Religious Education at Riversdale is inclusive, reflective of modern society, and rooted in the promotion of understanding and mutual respect.

In Early Years, children develop a foundational understanding that different people have different beliefs, and that this is what makes us special and unique. This is taught through themes such as 'Me and My Community' and 'Light & Dark' and children are immersed in key texts that initiate pupil engagement and interest in the study of these. Additionally, pupils are introduced to key vocabulary that will be built upon in Key Stages 1 and 2.

In Key Stage 1 and 2, children learn about specific religious and non-religious beliefs through enquiry questions such as "What is a Hindu's dharma?" as well as using belief to explore larger moral questions such as "What is Justice?". This provides pupils with a tangible answer by the end of each lesson, giving a context to the learning which builds over time to answer a larger question around a topic or theme. As they progress through the key stages, pupils build on their understanding and knowledge of different religious and non-religious perspectives, exploring similarities and differences.

SMSC, personal growth, wellbeing and community cohesion are embedded throughout each unit of learning. Through the concepts of 'believing', 'thinking' and 'living' pupils are provided with opportunities to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent is to make sure that children understand the relevance of RE in today's modern world.

CURRICULUM PROGRESSION

Based on the Wandsworth Agreed Syllabus, and understanding of our community, senior and subject leaders have constructed a curriculum progression map which identifies how the Religious Education specific knowledge and skills develop over a pupils' time at the school. This progression ensures that pupils build increasingly rich schemata, revisiting and deepening their understanding of key concepts as they move through the primary years. Each Key Stage's objectives are linked, growing in complexity and independence to foster mastery and ensure alignment with the agreed syllabus' expectations.

The curriculum is structured around two key domains: Learning About Religion and Belief, as well as Learning From Religion and Belief. These domains are complemented by the three strands of Believing, Thinking and Living. Careful consideration has been given to how these domains and strands are addressed, beginning with the Early Years Foundation Stage and continuing through each subsequent year group. This creates a spiral curriculum, where key concepts are revisited at increasing levels of complexity, allowing pupils to build upon prior knowledge and skills, fostering long-term retention and mastery.

KNOWLEDGE DOMAINS

The two domains are introduced in a way that builds complexity as pupils advance through the school. Together, these two strands form a balanced approach to Religious Education.

Learning About Religion and Belief:

This domain focuses on developing pupils' knowledge and understanding of religious and non-religious worldviews. Pupils learn about key beliefs, teachings, practices, sources of authority, and forms of expression within a range of traditions. Through this, they build a secure foundation of knowledge and vocabulary to make sense of the diversity of religion and belief in the modern world. In line with the Wandsworth Agreed Syllabus (2023), this strand ensures that pupils know and understand what people believe and how these beliefs influence individuals, communities, and cultures.

Learning From Religion and Belief:

This domain emphasises personal reflection and critical thinking. Pupils consider the values, meanings, and questions raised by different beliefs and explore their own responses to them. They learn to express their ideas respectfully and to appreciate how religious and non-religious worldviews can contribute to moral decision-making, identity, and community life. In accordance with the Wandsworth Agreed Syllabus (2023), this strand supports pupils in reflecting on what they can learn from religion and belief in relation to their own experiences and the wider world.

CURRICULUM PLANNING

Each year group focuses on six units of learning throughout the year. To support teachers with ensuring that the correct knowledge and skills are addressed within each unit of learning, Teacher Knowledge Organisers are provided. These identify what substantive knowledge and disciplinary skills should be taught in each lesson in the sequence. This ensures consistency of lesson content over time and therefore curriculum coverage. Linked to this, teacher knowledge organisers clearly identify appropriate retrieval questions which should be asked throughout the unit of learning, to support pupils in transferring knowledge from the short term to the long-term memory, as well as providing appropriate formative assessment opportunities. These documents are not schemes for learning, as the methods used to impart the desired knowledge and skills are not mandated, rather they will be decided by the teacher based on the specific pupils within their class.

At the start of each unit of learning, pupils are provided with a Knowledge Organiser that:

- outlines prior learning that they will be building upon,
- lists the sequence of lessons so that pupils know what they are studying,
- identifies the most significant knowledge that they should gain
- includes images of key concepts, or significant examples to provide additional context for the pupils
- defines the subject specific terminology that they are expected to learn and use.

These are referred to throughout the unit of learning, supporting pupils in the development of the technical knowledge required to solve the problem they have been presented with.

LESSON STRUCTURE

In the Early Years Foundation Stage, Religious Education is delivered through a combination of continuous provision and focused, discrete teaching opportunities. Pupils explore themes of belief, celebration, belonging, and special times through play, stories, and exploration within the wider curriculum, alongside focused sessions linked to significant religious and cultural celebrations. This approach supports the Early Learning Goals and Development Matters

statements within Personal, Social and Emotional Development (PSED) and Understanding the World (UtW), ensuring that pupils begin to recognise and respect diversity within their community and beyond.

In Key Stage 1 and 2, RE is taught through discrete meaningful lessons that take place weekly. Pupils will follow the school's lesson structure, which has been developed in reference to Rosenshine's Principles of Instruction:

- Retrieval (daily, weekly and monthly review),
- New Learning (in small steps):
- Modelling (including asking questions),
- Guided Practice (including checking student understanding and additional scaffolds that meet need),
- Independent Practice (providing enough challenge/support to obtain at least 80% success rate).

Pupils are given the opportunity to work as a class, as part of a group or as an individual. The choice of class organisation will be determined by: the learning task or activity, the nature of the theme and the resources being used.

ASSESSMENT

To ensure that pupils are progressing in their RE learning, assessment is integrated throughout the curriculum. Teachers use both formative and summative assessment methods to monitor pupils' understanding and skills development. Formative assessments, such as observational notes and peer evaluations, help track individual progress and inform future lesson planning. Summative assessments, including knowledge acquisition assessments, ensure that pupils are meeting the expected learning outcomes by the end of each academic year. The curriculum also emphasises the development of self-assessment and reflective skills, encouraging pupils to evaluate their work and identify areas for improvement.

In EYFS, learning is captured through ongoing observation, discussion, and reflection, as well as through Tapestry, which focuses on photographic evidence, and pupil voice, rather than through formal written outcomes.

INCLUSION

The school is committed to ensuring pupils of all backgrounds and abilities can access the curriculum. The subject leader will review the content of the curriculum and any relevant assessment or teaching practices, and make sure any necessary reasonable adjustments are arranged, so that all pupils can access the learning.

- Tasks are adapted to ensure pupils of all abilities are challenged.
- Reasonable adjustments are made by the class teacher and subject leader in collaboration with the SENCo and other relevant members of staff.
- The SENCo will review reasonable adjustments on a termly basis to ensure they remain suitable for pupils.
- Reasonable adjustments are carried out in accordance with the school's Equal Opportunities Policy, SEND Policy and EAL Policy.

IMPACT

Through high-quality Religious Education, pupils at Riversdale develop a deep and respectful understanding of a range of religious and non-religious worldviews. They gain the substantive knowledge needed to describe and explain key beliefs, practices, and values, and the disciplinary skills to reflect, question, and evaluate their significance. Pupils learn to appreciate diversity, challenge stereotypes, and articulate their own ideas with confidence and empathy.

By the end of each key stage, pupils demonstrate a secure grasp of both Learning About and Learning From religion and belief, enabling them to make meaningful connections between knowledge, reflection, and real-life application. The impact of RE is evident in pupils' ability to express curiosity, respect, and understanding towards others, and in their capacity to recognise the role that belief and values play in shaping individual and collective identities.

Monitoring of RE includes the triangulation of pupil voice, outcomes in books and floor books, lesson visits, and assessment information, ensuring that pupils make sustained progress in both knowledge and personal development. This reflects the school's core values of Respect, Individuality, Reflect, Love, and Empathy, supporting pupils to become thoughtful, informed, and active members of a diverse society.

Religious Education at Riversdale makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development and actively promotes the fundamental British Values of mutual respect, tolerance, democracy, the rule of law, and individual liberty, preparing pupils for life in modern Britain.

ROLES AND RESPONSIBILITIES

Governors

- Ensuring a broad and balanced Religious Education curriculum is implemented in the school.
- Ensuring the school's Religious Education curriculum is accessible to all pupils.

Headteacher/Deputy Headteacher (Quality of Education)

- The overall implementation of this policy.
- Ensuring the school's Religious Education curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the Religious Education curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching Religious Education.

Subject Leader

- Preparing policy documents, curriculum plans and schemes of work for Religious Education.
- Reviewing changes to the Wandsworth Agreed Syllabus and advising on their implementation.
- Monitoring the learning and teaching of Religious Education, providing support for staff where necessary.
- Organising the sourcing of and deployment of resources and carrying out an annual audit of all Religious Education resources.
- Advising on the contribution of Religious Education to other curriculum areas.
- Keeping up to date with developments in Religious Education , passing this on to other members of staff. This could include leading staff meetings and providing staff members with the appropriate training, working alongside colleagues etc...
- Monitoring and evaluating progress in Religious Education and liaising with senior leadership on any action necessary.
- Liaising with appropriate bodies e.g. other primary schools and secondary schools, governors, the LA etc. concerning matters relating to Religious Education.

Teacher

- Acting in accordance with this policy.
- Liaising with the Religious Education lead about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the Religious Education lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

MONITORING & REVIEW

This policy is monitored and reviewed by the Religious Education subject leader.

This policy will be reviewed at least every three years.