



Golden Valley Primary School Guidelines for Religious Education

Intent

Our intent is that...

- Children will gain an awareness of their own and others' identities. RE will have a significant role in their spiritual, moral and cultural development, promoting discernment, combating prejudice and preparing them for adult life.
- Children will learn to reflect on their own beliefs and values, developing respect for themselves and others.
- Children will demonstrate curiosity about people, as they consider the mysteries of life and the answers given by a variety of religions and beliefs.
- Children's critical thinking skills will be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their worldviews (religious or otherwise) will be enhanced.

Role of the Subject Leader

The Religious Education Subject Leader and Senior Leadership Team (SLT) will assess and address staff training needs as part of the School Development Plan. Individual teachers should continually develop their own skills and knowledge, identify their own needs and notify the subject leader to make requests for additional training or support throughout the year. The subject leader will also ensure high standards across the Religious Education curriculum through effective monitoring, modelling of lessons, and support with planning, as appropriate.



Implementation

Teaching and Learning

At Golden Valley, Religious Education is discretely taught using the Jigsaw RE scheme. This has been validated against the North Somerset syllabus (Awareness, Mystery and Value). This ensures children are able to develop depth in their knowledge and skills over the duration of each of their Religious Education units.

The Religious Education subject leader and curriculum lead work together to co-ordinate and support the development of Religious Education throughout the school. It remains the responsibility of each class teacher to deliver the appropriate Religious Education Units and to monitor and record pupil progress in Religious Education.

As part of the introduction to each new RE unit, teachers review what the children know already and identify what children would like to learn. In each lesson, children are guided towards the learning intention through the use of success criteria. The LI and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review of children's work and are used to identify individual target areas. Teachers aim to provide a teaching environment which encourages children to share, question, to reflect and to empathise. They will use a mixture of teaching styles, including whole class, group, paired and individual. Wherever possible, religious education lessons will be related to the life experiences of the pupils. Teachers aim to ensure that the classroom ethos is such that all children's opinions are encouraged and valued.

Planning and Resources

Planning: Jigsaw RE

Teachers use Jigsaw RE as a starting point for the planning of their Religious Education lessons. Knowledge and skills are mapped across each Key Stage to ensure systematic progression. Teachers then further adapt the outlines to meet the needs of the class. At Golden Valley, it has been agreed the following religions have been selected for study:

- Christianity
- Islam
- Judaism
- Hinduism
- Humanism

Disciplinary knowledge in Religious Education refers to the different ways in which the substantive knowledge (or content) of a worldview can be presented, explored, and analysed to develop religious literacy. This can also be referred to as 'disciplinary lenses' and as 'ways of knowing' (2021 Ofsted Research Review for Religious Education).



Golden Valley Primary School Guidelines for Religious Education

Although there are many possible disciplinary lenses through which to view and explore worldviews, three are most commonly practised in the primary classroom: Theology, Philosophy and Human/Social Sciences.

Theology is about people's beliefs, including belief God. This 'way of knowing' centres on the origins and key beliefs of a worldview, especially sacred texts and teachings. It can be used to explore different interpretations of stories from a worldview, including how these might have changed over time.

Philosophy is about curiosity, 'big' questions, and deep thinking. This 'way of knowing' can be asking 'big' questions about the meaning of life and how we make moral choices. It is also about exploring possible answers to these questions using reasoning and discussion to acknowledge diverse viewpoints and pupils' own responses.

Human/Social Sciences is about how people put their beliefs into practice. This 'way of knowing' can include studying common practices of faith communities and individuals. It enables pupils to recognise the diversity of lived experiences within each worldview, exploring the context of the time and place in which followers are living.

Experiences and enrichment opportunities at Golden Valley

- Handling artefacts
- Exploring sacred texts
- Using imaginative play or dramas to express feelings and ideas
- Responding to images, games, stories, art, music and dance
- Making visits to religious places of worship where possible and where not, making use of videos and internet
- Taking part in whole school events (multi-faith days or weeks, harvest festivals and school performances)
- Participating in moments of quiet reflection
- Participating in Open the Book assemblies
- Inviting guest speakers as appropriate.

Equal Opportunities and Inclusion

Golden Valley Primary School will ensure that all children are provided with equitable learning opportunities regardless of social class, gender, culture, race, disability or learning difficulties. We work hard to generate an inclusive environment where pupils and staff show respect for one another. All pupils have equal access to Religious Education and all staff members follow the equal opportunities policy. Resources for children with SEND and children who are working above Age Related Expectations (ARE) are made available to support and challenge appropriately.

All children have the right to access the Religious Education curriculum and teachers adapt their teaching and learning tasks and activities to ensure appropriate level of challenge is provided for all pupils. Where appropriate, additional technology is used to support children with SEND on a one to one basis. Additionally, in our approach to all teaching and learning, we use adapted resources wherever possible such as visual timetables, different coloured backgrounds and screen printouts.



Golden Valley Primary School Guidelines for Religious Education

Parents and Carers

Parental/carer involvement is highly encouraged, particularly where a parent has specific expertise/knowledge of a specific religion to offer. Parents/Carers may withdraw their child from religious education providing that they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents/carers and teachers would feel comfortable with the type of religious education being taught at Golden Valley Primary School.



Golden Valley Primary School Guidelines for Religious Education

Impact

The children at Golden Valley School enjoy learning about other religions and why people choose, or choose not to follow a religion. Through their RE learning, the children are able to make links between their own lives and those of other in their community and the wider world. Children will have the skills to understand how other people choose to live and why they choose to live in that way. As such, RE is invaluable in an ever changing and shrinking world.

The **Key Question** for each **Enquiry** is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself.

Jigsaw RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.

Short-term assessments are part of each lesson. Observations and careful questioning enable teachers to adjust lessons and brief other adults in the class if necessary. Children receive effective feedback through teacher assessment in accordance to school policy.

Summative Assessment

Teachers complete termly Religious Education assessment sheets specific to the unit taught. The Religious Education subject leader monitors assessments across the school, providing advice and support for teachers as appropriate.

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