



Addison Gardens
Blythe Road
London W14 0DT

Addison Primary School



Religious Education (R.E.) Policy

Summer 2025



1. Aim

At Addison Primary, we believe pupils should be taught R.E. in order to help them to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain
- Develop a positive attitude towards other people regardless of their gender, race or religion
- Understand that there are more similarities than differences between people
- Develop the skills to live harmoniously within a diverse society
- Respect the right of people to hold beliefs which are different from own
- Develop the ability to make reasoned and informed judgments about religious and moral issues
- Develop subject learning goals involving spiritual and moral values

The purpose of religious education does not include any attempt to alter a child's beliefs.

Reflecting the inclusive ethos of the school, our religious education programme is designed not, *'to convert pupils or urge a particular religion or religious belief on pupils'*. (Agreed Syllabus quoting from the DFE circular 1/94 paragraph 32)

2. The Legal Position

The school, in accordance with the 1996 Education Act, provides religious education for all pupils registered at the school. Religious education and the National Curriculum make up the basic curriculum. Unlike subjects of the National Curriculum, religious education is taught in accordance with a locally agreed syllabus called Living Difference. It has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

3. The Agreed Syllabus

The Living Difference Handbook is the legal document followed for the teaching of Religious Education in Hammersmith & Fulham schools

https://www.lbhf.gov.uk/sites/default/files/section_attachments/living_difference_iii_-_hammersmith_and_fulham_electronic_version.pdf

This Agreed Syllabus supersedes the previous Agreed Syllabus for Religious Education in the London Borough of Hammersmith & Fulham. It retains and develops many of the features in that Agreed Syllabus but provides a new emphasis on the process of learning and teaching based on conceptual enquiry and the importance of pupils developing their own beliefs and values.

Throughout the syllabus, examples are given for the six major world religions:

Christianity	Judaism	Hinduism
Islam	Sikhism	Buddhism

Although Humanism is not a religion, some examples are given for this belief system.



4. Attainment Targets

The Living Difference Handbook has been based on the expectation that in the course of a year the following minimum hours should be devoted to Religious Education:

- Key Stage 1: 36 hours per year
- Key Stage 2: 45 hours per year

The requirement to teach Religious Education does not apply to nursery classes but it does apply to children in Reception classes.

Collective Worship is not part of the taught day and cannot be considered as part of the recommended time for teaching the Agreed Syllabus.

The religious education curriculum is based on two key aspects of learning:

- a. **Learning about Religions** - This includes the ability to:
 - Identify, name, describe and give accounts in order to build a coherent picture of each religion
 - Explain the meaning of religious language, stories and symbolism
 - Explain the similarities and differences between, and within, religions
- b. **Learning from Religions** - This includes the ability to:
 - Give an informed and considered response to religious and moral issues
 - Reflect on what might be **learnt from religions in the light of one's own beliefs** and experience
 - Identify and respond to questions of meaning within religions

The attainment target emphasises the importance of interpretation of concepts. This can be understood in broader and more refined terms according to the age and ability of pupils.

5. **At Foundation Stage** interpret can be understood as engaging with and responding to. For example, engaging with and responding to the concept of celebration in a unit of work on special food.
6. **At Key Stage 1** interpret can be understood as making sense of, for example, making sense of the concept of remembering in a unit of work on Pesach.
7. **At Key Stage 2** interpret can be understood as making sense of but pupils will also recognise that there may be a variety of interpretations of a concept, so interpret can mean differentiating between, for example, different understandings of the concept of freedom in a unit of work on Pesach.



8. Teaching, Learning and Achievement

Learning will be organised to encourage the development of attitudes of self-awareness, respect for all, open-mindedness, appreciation and wonder. The children will also be given opportunities to develop skills such as investigation, interpretation, expression and empathy as they explore key questions during the key stage.

A variety of resources, styles, and techniques will be used to engage pupils and provide a stimulating and interesting environment, enabling all pupils to have access to the RE syllabus at an appropriate level. During both Key Stages pupils may be given the opportunity to experience some or all of the following opportunities:

- a. Encounter religion through visitors and visits to places of worship, and focus on the impact and reality of religion on the local and global community
- b. Discuss religious and philosophical questions, giving reasons for their own beliefs and those of others
- c. experience and reflect on the significance of traditional foods, stories, customs, crafts **of different faiths during lessons and 'festival days'**
- d. View, handle, discuss and reflect on the uses and significance of artefacts
- e. Consider a range of human experiences and feelings
- f. **Reflect on their own and others' insights into life and its origin, purpose and meaning**
- g. **Express and communicate their own and others' insights** through art and design, music, dance, drama, and ICT
- h. Develop the use of IT, particularly in enhancing pupils' **awareness of religions and beliefs globally**

Teachers will be sensitive to the religious or non-religious worldviews, of pupils in undertaking any of the above activities.

Pupils' activities should be differentiated so that pupils of all abilities are enabled to consolidate their learning.

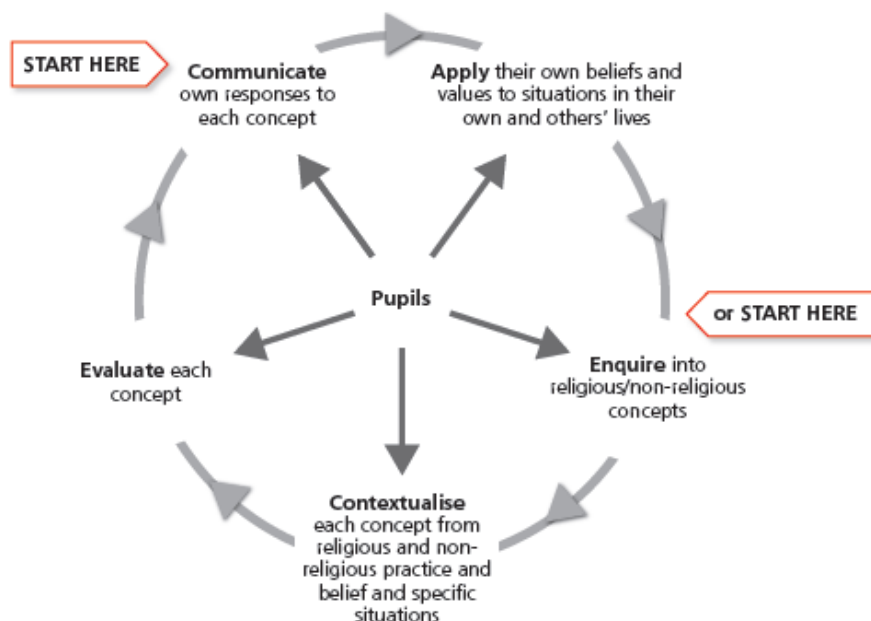
Each child in KS1 and KS2 will have a separate RE book and this will include any written work covered during the year. This will give the children the opportunity to record and respond to activities, issues and experiences explored during lessons, to reflect on aspects of their own situations, and record their responses to current events and issues.

Other PSHE activities should be recorded in this book too.

9. Planning and Assessment

The enquiry and skills model provides a methodology for a process of learning. Pupils can be guided to enter into the process at different points, but they are required to complete the circuit of enquiry and skills in the programme of study in order to make sense of the concepts and the implications, for themselves and others, in relation to human experience, religious and non-religious.

Enquiry and Skills – a Methodology for Teaching and Learning



10. Knowledge and Understanding

Knowledge and Understanding is concerned with the particular types of concepts pertinent to Religious Education.

11. Types of concepts:

- A) Concepts within the experience of most pupils irrespective of any religious or philosophical affiliation. For example, remembering, specialness, celebration, rights, duty, justice **etc...**
- B) Concepts common to some religious and/or non-religious worldviews and also used in the study of them, for example, God, worship, symbolism, the sacred, discipleship, stewardship, **martyrdom etc...**
- C) Concepts that are specific to particular religious and/or non-religious worldviews, for example, dukkha, Trinity, tawheed, redemption, khalsa, moksha, Torah

12. Withdrawal from Religious Education

Parents may withdraw their children from all or any part of religious education and teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children are asked to provide written notification to this effect establishing the religious issues which are the cause of objection and the practical implications of withdrawal.



13. Coordinator Role

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum coordinator, in close collaboration with Head Teacher.

RE Planning is collected for monitoring and a sample of books looked at throughout the year.

A selection of lessons will be observed.

The RE coordinator and the Head Teacher keep a record of any children who withdraw from Collective Worship or RE lessons.

The policy is kept in a central location on the school's computer that staff have access to. Copies are available on request from parents.

The RE coordinator facilitates the gathering of policy feedback from parents, staff and pupils every two years.

The Head Teacher and Governing Body are responsible for the overall monitoring of this policy.

Updated: Summer 2025

Review: Summer 2027

Resources:

Definitions

<http://re-definitions.org.uk/> Via this link.

You can find key RE vocabulary from a very wide range of belief systems. Each word is explained carefully and concisely and there are little sound clips to help you to pronounce each one correctly. There are also some entries with associated materials provided to help you to learn more about these key terms and how to include them in your teaching and learning programmes!

Anti-racist RE

These project materials are designed to help teachers of RE plan and provide excellent learning in the classroom that encourages pupils to learn about religion and beliefs, racism and prejudice in challenging ways that promote the well-being of all in our richly plural communities.

The unit provides non-statutory exemplification of some good teaching and learning for any school to use. The work is presented as a single unit covering several lessons, but many users may wish to use these anti-racist RE lessons throughout their schemes of learning.

Please see: <https://www.natre.org.uk/about-natre/projects/anti-racist-re/>