



Religious Education Policy

Date reviewed:	05.05.26, 23.06.2026
Next review date:	23.06.2027
Policy owner:	Jennifer Cockbain

Amendments

Date	Amendment	Staff member
05.05.26	Policy Standardisation	Jennifer Cockbain

Mission Statement

We are committed to providing a supportive, enjoyable and family style environment in which every child is nurtured and encouraged to achieve their potential through a broad-based curriculum and opportunities for developing sporting, dramatic, artistic and musical talents.

Statement of Aims & Objectives

- To enable each child to fulfil their own academic and personal potential.
- To instil in every child the importance of developing personal initiative and to foster in them a belief that they can fulfil their potential in any area of school life.
- To provide a broad based academic and extra-curricular education that is delivered in such a way as to satisfy the learning needs of each and every pupil.
- To help each pupil to develop both a set of values and an understanding and appreciation of other religious beliefs.
- To learn the difference between right and wrong and to appreciate that rights and responsibilities are equally balanced.
- To develop and promote a sense of caring and community between the pupils within the school and the wider community as a whole.



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- To instil in each pupil a high degree of self-respect and respect for their fellow pupils, teachers and other adults.
- To prepare each child for the transition to the next stage of their education and to be able to take advantage of any opportunities as they present themselves.

Safeguarding

Oakhyrst Grange School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. At this school we respect and value all children and are committed to providing a caring, friendly and safe environment for our pupils so that they can learn in a relaxed and secure atmosphere. We believe that every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Oakhyrst Grange School. We recognise our responsibility to safeguard all who access school and promote the welfare of all of our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This should be read in conjunction with the Safeguarding Policy.

All staff will be asked to complete training annually following KCSIE updates. Further safeguard training will take place throughout the year. All staff must wear their lanyards at all times.

The Safeguarding governor is: Pauline Clark Pauline.clark@oakhyrstgrangeschool.co.uk

DSL: Roxann Dowling (Head of EYFS)

DDSL: Gemma Mitchell (Headteacher)

DDSL: Faye Dance (Deputy Headteacher)

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Safeguarding Team: DSL@oakhyrstgrangeschool.co.uk

Rationale

Religious Education plays a vital role in the curriculum by promoting pupils' understanding of different religions, beliefs, and worldviews. It encourages respect, tolerance, and appreciation of diversity in a multi-cultural society. RE provides opportunities for pupils to reflect on their own beliefs and values while developing an understanding of the beliefs and practices of others.

Through RE, pupils explore fundamental questions about life, meaning, and purpose. It supports the development of critical thinking, empathy, and open-mindedness, preparing pupils to become responsible and respectful members of society.

Objectives



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The aims of Religious Education are to enable pupils to:

- Develop knowledge and understanding of major world religions and worldviews
- Explore key religious concepts, beliefs, and practices
- Reflect on their own beliefs, values, and experiences
- Develop respect for others and an appreciation of diversity
- Ask and respond to challenging questions about meaning and purpose
- Develop skills of enquiry, analysis, interpretation, and evaluation

Health and Safety

All teaching of RE and any school trips organised as part of the RE curriculum have regard to the schools Health and Safety policy.

Teaching and Learning

RE is taught through an engaging, inclusive, and enquiry-based approach that places pupils' curiosity and thinking at the centre of learning. Lessons are structured around key questions that invite exploration, interpretation, and reflection, encouraging pupils to consider different perspectives and develop their own informed viewpoints. Pupils are supported to ask thoughtful questions, make connections, and reflect not only on what they learn but also on how it relates to their own experiences and the wider world.

A wide range of teaching strategies is used to ensure lessons are stimulating, accessible, and meaningful:

- **Discussion and debate:** Pupils are encouraged to express their ideas, listen to others, and engage in respectful dialogue. Structured discussions and debates help develop reasoning skills and the ability to justify opinions using evidence.
- **Storytelling and use of sacred texts:** Key stories from religious traditions are used to introduce beliefs, values, and teachings. Pupils explore these texts through reading, retelling, and interpretation, considering their meaning and relevance.
- **Role play and drama:** Drama activities, such as hot seating, freeze frames, and re-enactments, allow pupils to explore religious stories, events, and experiences in an active and imaginative way, helping to build empathy and deeper understanding.
- **Exploration of artefacts and visual resources:** Pupils handle and investigate religious artefacts, images, and symbols to develop their understanding of religious practices and beliefs. This hands-on approach supports engagement and curiosity.
- **Use of multimedia and digital tools:** Videos, virtual tours of places of worship, interactive presentations, and online resources are used to enhance learning and provide access to a wider range of experiences and perspectives.

Teachers create a safe, supportive, and respectful classroom environment where all pupils feel valued and confident to share their thoughts and beliefs. Clear expectations are established to ensure that discussions are conducted sensitively and respectfully, recognising that pupils may have differing viewpoints and backgrounds.

Lessons are carefully differentiated to meet the needs of all learners. This may include adapting tasks, providing scaffolding, or offering additional challenge where appropriate. Opportunities are planned for both collaborative and independent work, enabling pupils to



develop teamwork skills as well as personal reflection and independent thinking. Time is also given for quiet reflection, allowing pupils to process ideas and develop their own responses to the themes explored.

Through this varied and thoughtful approach, pupils are supported in developing knowledge, understanding, and respect, alongside critical thinking and reflective skills.

Religious Education curriculum Planning

Planning for RE is based on the agreed syllabus (KAPOW) and ensures coverage of a range of religions and worldviews. Medium-term plans outline key questions, learning objectives, and outcomes.

Lessons are structured to build on prior knowledge and develop both substantive knowledge and enquiry skills. Teachers adapt planning to meet the needs, interests, and abilities of their pupils while ensuring progression across year groups.

Spiritual, Moral, Social and Cultural Development

RE makes a significant contribution to pupils' spiritual, moral, social, and cultural development:

- **Spiritual:** Pupils reflect on their own beliefs and experiences and explore questions about meaning and purpose
- **Moral:** Pupils consider issues of right and wrong and develop an understanding of ethical behaviour
- **Social:** Pupils learn to work collaboratively, respect others' viewpoints, and develop a sense of community
- **Cultural:** Pupils gain an appreciation of different cultures, traditions, and ways of life

Through RE, pupils develop respect, empathy, and an awareness of diversity in society.

Inclusion

RE is inclusive and accessible to all pupils, regardless of background, ability, or belief. All pupils are encouraged to participate and share their ideas in a respectful environment.

Teaching is adapted to ensure that all learners can access the curriculum, and differences in belief and experience are valued and respected.

Foundation Stage

In the Early Years Foundation Stage, RE is taught through the area of *Understanding the World*. Children begin to explore:

- Similarities and differences between people, cultures, and traditions
- Special times, places, and celebrations
- Stories from different cultures and religions

Learning is play-based and experiential, supported through discussion, storytelling, and exploration.



The contribution of RE to other subjects

English

Religious Education makes a strong contribution to the development of pupils' literacy skills by providing rich opportunities for reading, writing, speaking, and listening. Pupils engage with a wide variety of texts, including sacred writings, religious stories, poems, prayers, and contemporary accounts of belief and practice. These texts help to develop reading comprehension skills such as inference, interpretation, and evaluation. Writing tasks in RE encourage pupils to reflect thoughtfully and express their ideas clearly, often through explanations, personal reflections, arguments, and comparisons of beliefs. Structured discussion and reflection are central to RE lessons, enabling pupils to develop their vocabulary, articulate their ideas confidently, and listen respectfully to the views of others.

History

RE supports historical understanding by helping pupils explore the origins and development of different religions over time. Pupils learn about key historical figures, events, and movements that have shaped religious traditions, as well as how beliefs and practices have evolved in response to cultural, political, and social change. This enables pupils to understand religion not as static, but as dynamic and influenced by historical context. They also consider how religious developments have impacted societies and contributed to historical change, deepening their understanding of continuity and change over time.

Geography

Religious Education links closely with geography through the study of where religions are practised across the world and how they are distributed within different regions and communities. Pupils explore the concept of global diversity and learn how geography influences religious practice, including the role of climate, migration, trade, and settlement patterns. They may study pilgrimage sites, sacred places, and places of worship, developing an understanding of their geographical significance. This helps pupils appreciate how environment and place can shape religious identity and expression.

Art

RE enriches Art and Design by encouraging pupils to explore religious art, symbols, and architecture from a variety of traditions. Pupils study how faith is expressed visually through design, sculpture, painting, calligraphy, and building styles, such as mosques, churches, temples, and shrines. They analyse the meaning and symbolism behind religious imagery and consider how artistic expression communicates beliefs and values. Pupils are also given opportunities to create their own artwork inspired by religious themes, deepening their understanding through creative expression.

PSCHE

Religious Education contributes significantly to pupils' personal, social, health, and economic development by promoting respect, empathy, and understanding of diversity. Through the study of different beliefs and worldviews, pupils learn to appreciate differences and recognise shared values across communities. RE encourages reflection on moral questions, helping pupils to consider issues such as fairness, justice, responsibility, and respect for



others. It also supports the development of positive relationships by encouraging dialogue, tolerance, and the ability to see situations from multiple perspectives. In doing so, RE helps pupils develop the skills and attitudes needed to live and work in a diverse and inclusive society.

Teaching RE to children with special educational needs

We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are able to access, engage with, and enjoy Religious Education. We recognise that pupils bring a wide range of needs, strengths, and learning styles, and we aim to provide an inclusive environment where every child feels valued and able to contribute.

To support this, a range of strategies are implemented:

- **Differentiated tasks and resources:** Activities are adapted to suit varying levels of ability and understanding. This may involve simplifying content, providing alternative outcomes, or offering additional challenge where appropriate. Tasks are designed to be flexible, allowing all pupils to achieve success while working towards shared learning objectives.
- **Use of visual supports and simplified language:** Key concepts and vocabulary are supported through the use of images, symbols, diagrams, and visual organisers. Language is carefully adapted to ensure clarity, and key terms are explicitly taught and revisited to support understanding and retention.
- **Multi-sensory approaches:** Pupils are given opportunities to learn through a variety of sensory experiences, such as handling artefacts, engaging in role play, listening to music, watching videos, and participating in practical activities. These approaches help to reinforce learning and make abstract concepts more accessible.
- **Additional adult support where needed:** Teaching assistants and other support staff work alongside pupils to provide guidance, encouragement, and clarification. Support may be provided on a one-to-one basis or within small groups, with a focus on developing independence over time.

Further strategies may include the use of scaffolding techniques such as writing frames, sentence starters, and guided questions, as well as pre-teaching key vocabulary and concepts to prepare pupils for new learning. Opportunities for repetition and reinforcement are built into lessons to support memory and confidence.

Assessment approaches are adapted to ensure that all pupils can demonstrate their understanding in a way that suits their needs. This may include verbal responses, practical activities, or visual representations, rather than relying solely on written work.

Gifted and Talented

Pupils who demonstrate particular ability, curiosity, or sustained interest in Religious Education are provided with structured opportunities to deepen and extend their learning beyond the core curriculum. Provision is designed to challenge pupils intellectually, encourage independent thought, and support the development of sophisticated reasoning and reflection skills.

Opportunities may include:



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- **Extended enquiry tasks:** Pupils are given more complex, open-ended questions that require sustained investigation and reasoning. These tasks encourage them to draw on multiple sources of information, consider different viewpoints, and develop well-structured, justified conclusions.
- **Exploration of complex religious and philosophical questions:** Pupils are encouraged to engage with deeper “big questions” about existence, morality, belief, and meaning, such as questions about the nature of God, the problem of suffering, or the role of religion in modern society. This supports higher-level thinking and the ability to consider abstract concepts.
- **Independent research:** Pupils are encouraged to pursue their own lines of enquiry into religious traditions, practices, and worldviews. They may use books, digital resources, and interviews to gather information, and are supported in organising, evaluating, and presenting their findings in coherent and thoughtful ways.
- **Opportunities for discussion and debate:** Pupils take part in structured, high-level discussions where they are expected to articulate and defend their viewpoints using evidence and reasoning. They are also encouraged to listen critically to others, consider alternative perspectives, and refine their own thinking in response.
- **Engagement with a wider range of sources and viewpoints:** Pupils may explore differing interpretations within and between religions, as well as secular perspectives, helping them to appreciate diversity and complexity within belief systems.
- **Creative and evaluative responses:** Pupils are encouraged to express their understanding in a variety of formats, such as essays, presentations, reflective journals, or creative projects, allowing them to demonstrate depth of understanding in different ways.

These opportunities are designed to promote higher-order thinking skills, including analysis, evaluation, synthesis, and reflection. They also aim to nurture intellectual curiosity, independence, and a deeper appreciation of the complexity of religious and philosophical ideas, supporting pupils in becoming thoughtful, respectful, and enquiring learners.

Assessment

Assessment in RE is an integral part of the teaching and learning process and is used to inform future planning. Both formative and summative assessment strategies are employed, including:

- Ongoing observation and questioning during lessons
- Assessment of written work, presentations, and creative outcomes
- Use of quizzes and knowledge checks to assess retention of key information
- End-of-unit assessments to evaluate understanding of key concepts and skills

Teachers record pupils' progress in accordance with the school's assessment policy. Feedback is provided regularly to support pupils in identifying strengths and areas for development. Assessment information is used to ensure that all pupils make appropriate progress.

Resources



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An audit of RE resources will be carried out regularly and teachers together with the RE Co-ordinator will ensure that the appropriate resources are available to meet the needs of the curriculum.

Links with St. Mary's Church (Caterham)

Reverend Frany Long comes into school every term (sometimes more than once) to give assemblies and tries to come and watch the Nativity Show in December. We use the facilities of this church for Harvest festival and the Carol Service.

This Policy is subject to regular review.

Policies are available at:

- O:\Staff\GENERAL POLICIES\2025_2026 POLICIES – owner (word) copies
- O:\Staff Admin\Staff\STAFF POLICIES TO VIEW 2025-2026 – pdf copies for Staff
- Staff room
- School office

Subject is taught in classrooms. Risk assessments can be found at:
O:\Staff\Risk Assessment\CLASSROOMS & PLAYGROUNDS