

Juniper Hill School

RE (Religious Education) Policy



Kindness Enjoyment Achievement

This policy was written in March 2026

Review Date: March 2028

Intent

At Juniper Hill School, our intent is to teach a broad and balanced RE curriculum, enabling our children to understand the significance of religion and belief in the world. RE helps children pursue their personal quest for purpose and value.

Introduction

Our school vision is to empower our school community to have the courage to make a difference in the world, teaching children the importance of being open to new possibilities and of working together to enable everyone to fulfil their goals. Therefore, our RE Policy is underpinned by our three school aims:

Kindness – we find ways to support and look after each other during our RE lessons, showing empathy and tolerance towards others at all times.





Enjoyment – we find ways to make lessons creative and fun, not relying always on the written word.



Achievement – we encourage everyone to achieve all that they can, by engaging learners in quality teaching and learning opportunities and providing appropriate resources, progression and interventions.

What is the nature of RE?

Through religious education (RE) at Juniper Hill, we aim to develop the children's knowledge and understanding of the major world faiths whilst allowing them time to reflect on questions of meaning and belief. We enable children to develop a sound knowledge of world religions, especially those that are the main faiths of children, within our school. Children reflect on what it means to have a faith and develop their own spiritual knowledge and understanding. We will help children learn from faith as well as learning about religions. By exploring issues within faiths, children learn to understand and respect different values and traditions (including ethical life stances), and their influence on individuals, societies, communities and cultures. Through the uses of distinctive language, listening and empathy, RE develops pupils' skills of enquiry and response. The RE curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. RE does not seek to urge religious beliefs on children by promoting one religion over another. RE is not the same as collective worship which has its own place within school life.

Aims

-  To gain a deeper knowledge and understanding of the main religions and beliefs of the world.
-  To explore the influence of religion and belief on individuals and communities.
-  To be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
-  To develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.

-  To have respect for the views of others and to celebrate the diversity in our society.
-  To encourage pupils to reflect on the wonders of the world and appreciate their responsibility for its preservation.

Legislation and Guidance.

The curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. There is a legal right of parental withdrawal from RE. Parents have a legal right to withdraw their child/children from part of or the whole of the RE curriculum provided by the school.

The curriculum also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the EYFS statutory framework.

Our school RE curriculum is based on the Buckinghamshire SACRE Agreed Syllabus and it meets the requirements set out in that document. The National requirements for RE are set out in the 1944, 1988 Education Acts and section 375(3) of the 1996 Education Act which state that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions

Teaching and Learning.

We will begin the teaching of religious education in EYFS as the children begin to encounter religions and other world views through learning about special people, books, times, places and objects. For Reception classes it forms part of the EYFS Framework where it falls into many of the areas of learning but most prominently in Understanding the World.

As the children move into Key Stage 1 they will build on their earlier work using the Bucks Agreed Syllabus as the guidelines for teaching and learning. Teaching and learning will focus around Christianity and Judaism alongside understanding of non-religious approaches to life. Aspects of other faiths will be included as appropriate, such as teaching about specific faiths or rituals.

At Key Stage 2 teaching and learning will be extended to the study of Islam, Hinduism and Sikhism, alongside developing understanding of non-religious approaches to life.

At all key stages, strong links will be made with the teaching of English. Stories, plays and poems from the Bible and other religious and moral sources will be shared with the children. Art, Design technology and Drama will be closely linked with Religious Education as children use these subjects to communicate what they have learnt. On every appropriate

occasion, teachers will use first-hand experience, visits, visitors, artefacts and the local and wider environment to engage children's interest and imagination.

Assessment.






We assess children's work in RE by making informal judgements as we observe them during lessons and marking the work after the lesson. We mark a piece of work once it has been completed in line with the school's marking policy. We make a summary judgement about the work of each pupil in relation to the national curriculum levels of attainment at the end of each unit of work. We use such assessments as a basis for assessing the progress of each child, for future planning and setting of new goals. RE is assessed by the class teacher or the person teaching RE to the class.

Resources, Trips and Visitors.

Our school is well resourced with artefacts and activities suitable for each main religion (Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism) as well as a collection of teacher books, Bibles, The Koran and posters. We also have a supply of RE topic books in the school library which are available. We aim to make use of our local places of worship as a resource for learning and include people within the community as visitors to classes. Each year group should undertake either a visit or have a visitor each year. This aims to help make RE relevant and interesting to the children.

Inclusion.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

-  More able pupils
-  Pupils with low prior attainment
-  Pupils from disadvantaged backgrounds
-  Pupils with SEN
-  Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study RE and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. RE lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part.




Monitoring Arrangements.

The subject leader will monitor the way RE is taught throughout the school by various methods including regular reviews of planning, carrying out learning walks and book scrutinies as appropriate. There will be opportunities to meet with the school council to listen to the pupils' opinions.

This policy will be reviewed by the headteacher and shared with the full governing board.

Links with other policies.

This policy links to the following policies and procedures:

-  Assessment policy
-  SEN policy and information report
-  Equality information and objectives

Roles and Responsibilities.

The Subject Leader.

It is the role of the RE subject leader to ensure that there is a continual drive to raise standards in the teaching and learning of RE. This is carried out in a number of ways:

1. Monitoring the teaching and learning of RE and to ensure that children know more, understand more and remember more about each religion taught.
2. Reviewing and adapting an exciting and stimulating scheme of work (implement the new Bucks SACRE curriculum which is due in 2027).
3. Maintaining and developing a rich and varied range of resources (update the Budget Bid annually)
4. Identifying and attending INSET/ courses including regular updating on subject knowledge and providing staff with appropriate feedback.
5. Providing guidance and support to all members of staff, and generally promoting the subject within the school.
6. Forging links with the community in particular with our local church, Christchurch, Flackwell Heath and charitable organisations eg The Link Foundation, Marlow.
7. Enable staff to provide enriching learning experiences for pupils such as visits/ talks from members of other faiths, visits to places of worship etc.
8. Writing, implementing, monitoring and evaluation of the annual RE subject action plan for the Juniper Hill School Improvement Plan.

The Staff.

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Headteacher.

The headteacher is responsible for ensuring that this policy is adhered to.

The Governors.

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.