



THE HERMITAGE SCHOOLS
Inspire, Learn, Achieve
THE HERMITAGE and THE OAKTREE SCHOOLS
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Religious Education Policy

Person Responsible:	RE Subject leader
Date Adopted	Summer Term 2026
Date of last review	Summer Term 2023
Date of next review	Summer Term 2029

Subject Statement

We live in a multi-cultural, multi-faith society and at The Hermitage schools we will prepare children to be well-rounded, active participants of this community. Giving them knowledge and understanding of the six core religions Christianity, Judaism, Islam, Hinduism, Sikhism, Buddhism and, where appropriate, non-religious beliefs across primary school.

From September 2023 we implemented the new Surrey Agreed Syllabus for Religious Education (2023-2028) at The Hermitage schools. The Surrey Syllabus' approach explores their 'Golden Threads' of Religious education; Thinking theologically about God, thinking sociologically about community and thinking philosophically about identity. Through our RE curriculum, we aim to foster our pupils' abilities to understand how religion and faith influences individuals, communities, society and the world.

Curriculum Content

EYFS

It is important that children in EYFS gain an understanding of themselves, and others, as well as acquiring some knowledge of religion & worldviews, including Christianity. Within the Early Years Framework the Religious Education curriculum falls under Understanding the World.

During their time in EYFS, pupils are given learning experiences that encourage them to:

- Explore the world of religion and belief in terms of special people, stories, times, places and objects, and by visiting places of worship

- Use appropriate subject-specific vocabulary
- Explore how and why 'God' might be important to some people
- Listen to and talk about stories from religions and beliefs
- Use their senses to explore religion, practices and beliefs
- Continue to develop their own sense of who they are and their place in the world, including the communities they are a part of
- Reflect on their own feelings and experiences
- Use their imagination and curiosity to develop their awe and wonder of the world around them

KS1

During Key Stage 1, pupils develop their knowledge and understanding of the worldviews, beliefs and 'lived experience' of some Christian, Jewish and Muslim people, and (especially as part of the thematic units) some non-religious people. Pupils will also be encouraged to develop important subject-specific and cross-curricular skills.

Through their learning experiences in KS1, pupils will develop their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and be encouraged to:

- Explore core concepts & beliefs for Christian, Jewish & Muslim people, and appreciate that some people call themselves 'non-religious'
- Develop subject specific vocabulary
- Encounter how different people view the world in different ways
- Encounter and respond to ways in which people express their beliefs (*e.g. stories, artefacts and other media, such as art and music – and what they might 'mean'*)
- Begin to understand the importance and value of religion and belief for different people, especially other children, their families and the communities they belong to
- Ask relevant questions and develop a sense of wonder & curiosity about the world around them, using their imagination
- Ask questions and express their own views about what it means to be human: what's important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging

Lower Key Stage 2

During lower key stage 2, children will extend their knowledge and understanding of the beliefs and lived experience of others, recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. They will also make connections across their learning and deepen their understanding of concepts within and across religions / beliefs. They will be encouraged to become more self-reflective in the way that they understand their own personal worldview and the things that may have influenced it.

Through their learning experiences in LKS2, pupils will develop their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and be encouraged to:

- build on their understanding of some core concepts & beliefs about God for Christian, Jewish and Muslim people, and explore those of Sikhi & non-religious people

- explore a variety of sacred texts and other sources and consider their meanings and impact
- extend their range and use of subject specific vocabulary
- make connections between aspects of worldviews, religion and belief and consider how people express these in everyday life
- recognise diversity in religions & beliefs, and consider the impact of this on people's lived experience
- understand the importance of asking questions and encountering different viewpoints
- reflect on their own 'personal knowledge' and that of others in the light of their learning
- develop an understanding of what might influence and shape a person's worldview, attitude, or behaviour, including their own

Upper Key Stage 2

During upper key stage 2, pupils will continue to develop their understanding of the beliefs and lived experience of others. As learning develops across this phase, pupils will increasingly become more aware of the factors that might account for diversity within and across communities, including opportunities to consider how some sacred texts can be interpreted in different ways e.g. creation narratives. They will continue to explore their own personal worldview and begin to articulate some of the factors that may have influenced it, also applying their thinking to help them to understand the worldviews of others.

In UKS2, pupils will extend their understanding of the Golden Threads of 'God' 'Community' & 'Identity' and express their ideas / findings in different ways, through being given opportunities to:

- deepen their understanding of some core concepts & beliefs of different religions
- explore a wider range of sacred texts and other sources and consider their meanings and impact for different people
- consider how different people might interpret some core texts in different ways
- describe connections between aspects of religion and belief and consider how people express these in everyday life
- explore diversity within and between religions & beliefs, and evaluate the impact on people's lived experience
- consider the importance of communities in shaping people's worldviews
- identify relevant information in answer to 'big' questions about being human, or living life, selecting examples and giving reasons for their choices
- recognise the challenges involved in living life according to a set of principles and reflect on what influences these
- explore how the search for meaning and 'truth' might be a part of human existence

Assessment and Recording

RE is assessed by teachers against the National Curriculum standards. As RE can be explored and taught in a variety of different mediums, work may be recorded in books or via digital means and may be uploaded on parent portals. Children's outcomes at the end of each academic year are reported to parents with attainment, progress and effort grades.

Monitoring and review

Subject leaders conduct termly monitoring of lesson content and examples of work. Monitoring can take place in the form of pupil voice interviews, pupil questionnaires, book looks, lesson observations, staff questionnaires or reviewing assessment data. Strengths are identified and areas for development feed into the new actions to be taken.

Subject leaders annually evaluate the success of the subject in the year, bid for funds to support new training opportunities and resources and create and action plan for following academic year.

Inclusion and Adaptation

Teachers are mindful of children's personal beliefs and make individuals religions known to them ahead of teaching RE. Through our RE teaching we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Teachers will encourage pupils' contributions particularly where children have in depth knowledge from string faith connections and personal experiences.

For some children, particularly those with special educational needs and disabilities, a tailored approach which is differentiated and personalised may be necessary to ensure learning outcomes are met. This will be discussed with parents/carers and based upon the individual needs of the children, prior to the session.

Resources

Our schools have a wide range of resources to support the teaching of RE, with books and artefacts from each religious group being stored centrally between both schools. Where possible, children are provided with opportunities to visit places of worship within the curriculum including but not limited to: St.John's Church in Woking, the Buddhist temple in Knaphill, the mosque in Woking and Neasden Temple, London.