



Religious Education and Worldviews Policy

September 2026

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Religious Education and Worldviews Curriculum Statement

Intent

The aim of RE/Religion and Worldviews is to promote the spiritual, moral, social, emotional, cultural and intellectual development of pupils and of society by encouraging an exploration of and response to those aspects of religion and human experience which raise fundamental questions of belief and value.

The process of knowing about and understanding Religion and Worldviews:

- focuses on those strands or aspects of religion and human experience that seek to understand beliefs, teaching and sources, practices and ways of life and forms of expression
- consists of more than information-gathering in that it includes identifying the underlying concepts and theme enables pupils to engage with the material through developing a range of identifiable skills

The process of expressing and communicating ideas about Religion and Worldviews:

- encourages pupils to make links between their learning and their own personal experiences through considering; identity and belonging, meaning, purpose, truth, values and commitments
- enables pupils to develop their thinking about their own and others' experiences so that they are enabled to develop in their thinking about their own experiences in life, as they compare their experiences with those of others
- encourages pupils to express their responses in a range of forms and styles (representational, symbolic etc.)
- encourages pupils to be sensitive to a range of human responses that might differ from their own.

The process of gaining and deploying skills needed for the study of Religion and Worldviews encourages pupils to use higher order skills in their work and think creatively and deeply about religion and world views and enables pupils to make links between other areas of the curriculum.

The school's RE/Religion and Worldviews curriculum is intended to enable pupils to develop an understanding of concepts and themes that underpin religion and human experience. Its purpose is to develop children's religious literacy. The syllabus is rooted in three key disciplines or disciplinary fields. These are theology, philosophy and the human/social sciences. These have been re contextualised for the school within the following disciplines that underpin the school's approach to RE and Worldviews teaching and learning:

History

This is about asking questions that historians would ask. Pupils will explore questions and answers raised through considering the validity of evidence, accounts and interpretation for beliefs and practices in religion and worldviews.

Philosophy

This is about asking questions that thinkers would ask. It requires pupils to think like philosophers, to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.

Empathy

This is about recognising personal meaning. It requires pupils to recognise personal meaning for themselves as well as others. Pupils will learn to accurately represent

people's beliefs and practices being able to articulate their religious or worldview background/s.

Theology

This is about asking questions that believers would ask. It requires pupils to think like theologians, to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.

Debate

This is about asking questions about the nature of truth and reality. It requires pupils to think and argue logically, providing evidence to ethical questions in life that religions and worldviews engage with.

Experienter

This is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

Worldview

This is about understanding that there is no neutral position or thought. We are the combination of our upbringing, life experience and our beliefs. These together give us a unique way of understanding/viewing the world and in turn affects the way we engage with and understand religion and worldviews.

The school's RE and Worldviews curriculum recognises that successful learning in RE requires a learning environment that encourages in both teachers and pupils:

- self-awareness
- curiosity
- respect for all
- sensitivity towards and understanding of others
- open-mindedness
- trust
- community
- appreciation and wonder.

Such attitudes and qualities will be expressed in a range of ways including:

- an awareness of one's own developing views and perceptions
- a curiosity about the world of other people and an active interest in how they communicate their beliefs and values
- a willingness to respect the values and beliefs of others
- a willingness to take part in the human search for truth, purpose and meaning
- a fascination with how people respond to those deep questions which affect the way in which they approach and influence their lives
- becoming lifelong learners.

Implementation

To teach the Hackney syllabus, the school follows the related scheme of work. This provides sharply focused and challenging tasks.

Our syllabus is philosophical – across each year group there is a big question that pupils consider across the year – building up links between the 6 provided units of work. Each unit again asks a philosophical/theological or social science question that the class then explores

with their teacher. The Hackney syllabus draws upon recent RE research from Big Questions and RE Explorers (Exeter university). It also draws upon RE disciplines or lenses and every unit of work helps teachers to identify what discipline they are using when teaching the lesson they are planning – ensuring their ability to understand pedagogical practice in RE and make the right choices for their pupils.

The steps to progression in RE/Religion and Worldviews used in this agreed syllabus have drawn on and adapted those produced by the Religious Education Council of England and Wales 2014/2015 <http://resubjectreview.recouncil.org.uk/re-reviewreport>

In order to make progress in RE/Religion and Worldviews, pupils add to their understanding as they extend their use of subject-specific vocabulary and encounter the same concepts in the contexts of different religions/worldviews. In particular, they learn at greater depth, which is reflected in:

1. Increasing the level of detail

For example, while 5-7 year olds approach expression at word level, 7-11 year olds consider how feelings and beliefs are expressed in books and other texts.

2. Moving from local to global contexts

For example, KS1 schemes of work begin to develop the idea of religion with 5-7 year olds through concrete 'holy things' that are found locally or in pupils' families. It is proposed with this age group teachers draw on religions / worldviews familiar to pupils, that are found in the area or are historically important. Pupils aged 4-5 year olds may never have encountered religion previously. Teachers therefore understand the necessity to tune into and develop any language that pupils may already use.

3. Making increasing links between smaller ideas

For example, 7-11 year olds make links between different elements of a religion e.g. (year 3: How did Jesus and Buddha make people stop and think? Year 6: What qualities are important for present day religious leaders?).

4. Including exceptions and contrasts

For example, 14-16 year olds consider contrasting views of the nature of spirituality and belief.

5. Moving from simple to complex and controversial ideas

6. Understanding diversity in increasingly complex settings

7. Recognising and handling an increasingly wide range of interpretations

RE is taught in a weekly topic block each half term (autumn 1 - summer 1). Coverage is planned to link with key dates and religious festivals to provide opportunities to celebrate festivals and religions with greater consistency and contextual relevance. Work is recorded in topic books and is evidenced with a variety of outcomes, including written pieces and artwork.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of this 'unit introduction' and children are shown a graphic organiser which includes explanations and definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work.

The children are asked what they would like to know and class responses are collated and used to inform the programme of study to ensure an aspect of 'focussed interest planning'. At the end of the topic, children take part in a review of what they now know. At the end of the topic, children write a summary of what they know according to the key

knowledge for the unit as stated on the knowledge organiser of the topic). Teachers support the children and scaffold this 'knowledge summary' as appropriate, according to the children's age group as well as individual needs. This process is used to consolidate the key knowledge of the topic and each strand of knowledge included in the outcomes is ticked or highlighted.

Impact

Alongside a whole school approach to celebrating different religious and cultural celebrations, the RE curriculum provides the means to celebrate the diversity of the school community and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history. It ensures that children develop spiritually, academically, emotionally and morally to promote and realise a better understanding of themselves and others and to equip with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world.

Pupils learn about and understand a range of religions and worldviews, so they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst Individuals.
identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
- appreciate and appraise the nature, significance, and impact of different ways of life and ways of expressing meaning.

Pupils express ideas and insights about the nature, significance and impact of religions and worldviews, so they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
appreciate and appraise varied dimensions of religion or a worldview.

Pupils gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values, and commitments clearly, in order to explain why they may be important in their own and other people's lives.

1. Teaching and Learning

- As part of the introduction to each new RE topic, teachers review what the children know already and identify what children would like to learn, to inform the programme of study so that it takes account of children's interests.
- The LI takes the form of a question, which reflects the investigative nature of Religion and Worldviews teaching at William Patten.
- Children will copy the LI from the board as the title for their recorded outcome. This will be underlined with a ruler. The LI can be provided on a sticker to identify individual children with SEND and children who are working below the age expectation.
- If a child has had support during any part of the task completion, the code WS (with support) will be indicated. If a child received adult support throughout the lesson or task, the ratio will be indicated eg 1:2. The code VFG is primarily used to indicate when verbal feedback has been given to address an error or misconception in the child's work.
- Teachers aim to provide a teaching environment, which encourages children to share, question, to reflect and to empathise.
- Teachers will use a mixture of teaching styles, including whole class, group, paired and individual.
- The teacher's role is not to facilitate the information on lesson slides, but to use them to support their teaching and to convey key information and instruction in a way that is visually accessible to all learners.
- Teachers will seek to help children to acquire skills in the use of secondary resources, such as the internet, libraries etc.
- Teachers aim to ensure that the classroom ethos is such that all children's opinions are encouraged and valued.
- Teachers will ensure that their classroom is a place where religious education is active, positively welcomed and reflective of the current learning in the subject.
- A working wall will be used to support and celebrate learning, throughout each unit of work and this will also be used to support the acquisition of key knowledge and the accurate use of key vocabulary.
- The children have access to the necessary resources, to further their own independent learning e.g. artefacts, books, etc.

Opportunities will be sought by the school to provide the children with access to places of worship and representatives from the local community from different religious and non-religious faiths in line with the Hackney SACRE overview. Children from reception to Y6 have the option of accessing school trip locations via the London underground, as well as local bus routes.

2. **Assessment**

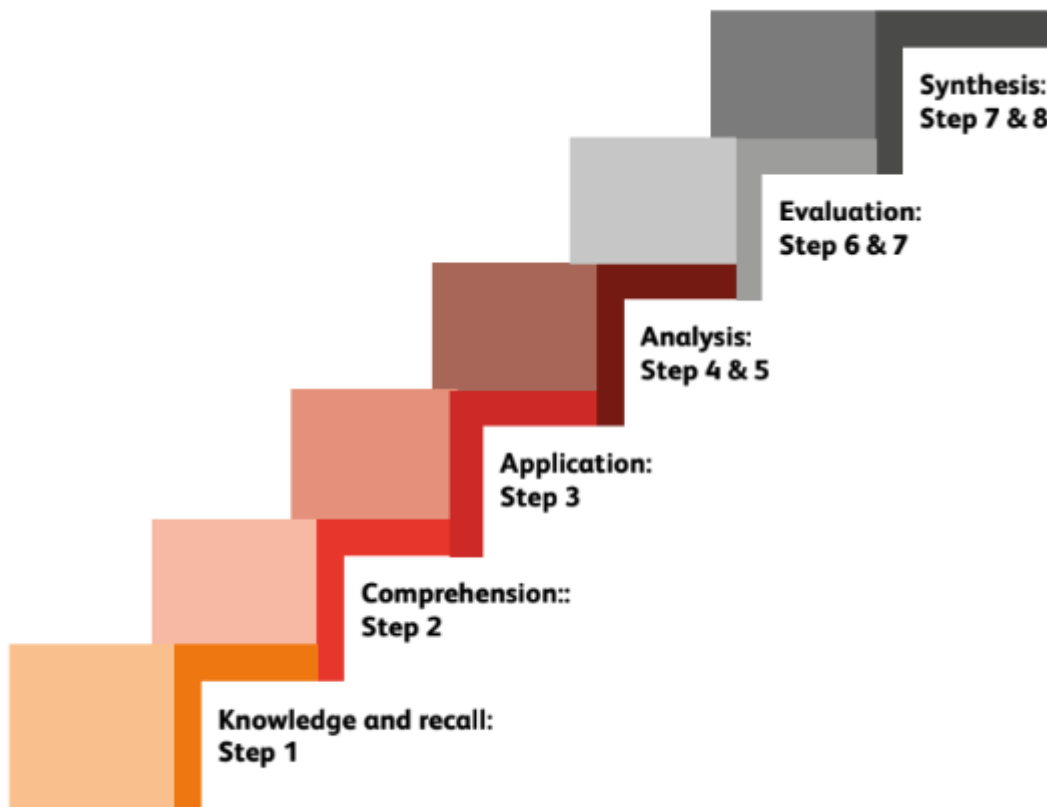
Children's existing knowledge of the topic and the key related knowledge from previous year groups, is checked at the beginning of each unit as part of the KWL process. In RE and worldviews lessons, this is scaffolded by a question and supported with imagery to promote retrieval.

At the end of each lesson, children review their work (recorded or otherwise) according to the LI question. The review process will usually take place through discussion, and children can interact during the process with thumbs up or down.

Lessons are planned to ensure that key knowledge is developed over time, over the course of each RE and Worldviews block and in the correct sequence. At the end of a topic, children will complete a short summary piece of writing that conveys what they have learnt throughout the topic. This writing can be prompted by visual cues, key words and questions that focus on the key knowledge that children are summarising in their writing. This end of

unit written summary will be scaffolded where appropriate, according to age and individual needs, so that task is achievable. Teachers will then tick each fact/knowledge statement that is included in this piece of writing and use the assessment statements for the task that indicate the content required for demonstration of working towards, working at, or working at greater depth within the age expectation.

Aims and objectives for RE are embedded in the individual teaching units of the scheme of work and the assessment statements are aligned to Bloom's taxonomy. As children progress through the school, lessons are designed to promote greater higher order thinking. Outcomes are assessed according to the 'steps' (below) that each unit has been planned to enable align with.



3. Planning and Resources

Support materials are available to EYFS practitioners via the Hackney Agreed Syllabus google drive. The agreed syllabus provides a single point of reference encompassing statutory requirements, good practice and recommendations.

Each of the RE units for this key stage develops a theme, which draws from a range of religious material. In Year 1 the big question is 'What does it mean to belong?' Investigating the relation between religion and belonging throughout the year. In Year 2 it is 'What can we learn from special stories?' Investigating the relationship between religious/worldview stories and actions.

The units in the support materials also encourage pupils to relate what they are learning to their own and others' experiences.

The support materials provide the following information about each of the RE units:

- the title of the unit (in the form of a question)
- a brief description of what should be covered
- prior learning that the unit draws on future learning that the unit contributes to key vocabulary and concepts
- outside of the classroom learning opportunities
- a sequence of questions which provide a structure for the unit.
- Support material has been written for each of the units in Key Stage One. Specific to each unit is an assessment task matched to appropriate steps for progress ensuring teachers can measure in a variety of ways pupils progress in RE/Religion and Worldviews (p7)

The content of RE at Key Stage 2 must 'reflect that the religious traditions in Great Britain are in the main Christians, whilst taking account of the teaching and practices of the other principal religions presented in Great Britain' (The Education Act 1996).

In the Hackney agreed syllabus it is compulsory for all schools to provide opportunities for pupils to be taught RE/Religion and Worldviews around one 'big question' for each year group and smaller unit questions (6 in each year group as set out below):

In Year 3 the big question is How are symbols and sayings important in religion? Investigating how symbols and sayings are used within religion and worldviews to encapsulate important teachings, beliefs or practices.

Smaller unit questions are:

- How do Jewish people celebrate their beliefs at home and in the synagogue?
- What can we learn about special symbols and signs used in religions? (In Christianity, Islam and secular worldviews)
- How did Jesus and Buddha make people stop and think?
- How and why do Hindu people celebrate Holi?
- What do Sikhi sayings tell us about Sikhi beliefs?
- What is the significance of light in religion for Christian, Jewish and Hindu people?

In Year 4 the big question is 'What is important to the people in my local community? Investigating how religion and worldviews are important to the pupil's local community.

Smaller unit questions are:

- Why is Easter important to Christian people?
- How and why do Hindu people worship at home and in the mandir?
- What makes me the person I am? (In all religions and worldviews)
- Why is the Bible special for Christian people?
- What is important to Humanists?
- What happens when someone gets married? (In all religions and worldviews). With a link to a place of worship visit.

In Year 5 the big question is 'What impact do beliefs have on actions? Investigating the relationship between beliefs and practices, how organised and personal worldviews are created and operate.

Smaller unit questions are:

- How is Christmas celebrated around the world?

- How do Christian people try to follow Jesus' example? (In all religions and worldviews)
- What inner forces affect how we think and behave? (In all religions and worldviews)
- Why are Muhammad and the Qur'an important to Muslim people?
- What does it mean to live in peace? (In all religions and worldviews)
- What impact do beliefs have on the Alevi community?

In Year 6 the big question is 'How important are the similarities and differences between and within religions? Investigating the relationship between and within religions and worldviews?' Investigating what religion and worldviews share and differ over, evaluating the importance of these similarities and differences within and between religion and worldviews.

Smaller unit questions are:

- What are the sources of the story about what happened on the first Easter Sunday?
- What do people believe about life after death? (In all religions and worldviews)
- What qualities are important to present day religious leaders? All faiths – asking pupils to compare at least three different religious/worldview leaders
- How do people express their faith through the arts in Christianity?
- What similarities and differences do religions and worldviews share?
- How could we design a celebration that involved everyone, whether religious or not, in a meaningful and imaginative way?

The agreed syllabus provides schemes of work (a medium plan and lesson plans based around these questions along with support materials). The agreed syllabus has created a long-term plan – showing the sequence of learning and providing a 'big question' that links the six smaller units together in each year group. This ensures that RE/Religion and Worldviews is clear in planning how pupils learn about religion and worldviews in this subject.

The key vocabulary for each topic is mapped and shared with the children, with reference to the 'Graphic Organiser' provided with the scheme. This provides key vocabulary, related and current key knowledge of the topic. A laminated copy of the graphic organiser will be available on children's tables as a point of reference for children throughout the duration of each topic.

The RE curriculum is designed to ensure that all pupils have a high quality, coherent and progressive experience of the subject. The school's RE progression mapping is aligned to the Hackney SACRE Primary RE scheme of work. This scheme covers the requirements of the Hackney Agreed Syllabus and promotes good practice in religious education and worldviews teaching and learning. When planning, teachers ensure that teaching and learning activities provide a suitable level of challenge for all learners, with appropriate task adaptation where necessary. Lesson slides and resources are saved in the schools shared curriculum drive as a central resource.

Not all lessons will be planned to have a written outcome, but the lesson slides of lessons without a recorded outcome will indicate the key knowledge and skills covered and how these were taught, including what the children did.

High quality topic boxes are available from Hackney Education, and the subject leader maintains a central supply of the school's own RE resources, labelled according to religion.

4. Organisation

RE will be taught in a blocked week each half term (autumn 1 – summer 1), in line with the Hackney SACRE overview -

2024 Long term EYFS and Primary CURRICULUM MAP for Religious Education								
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Question	What is special to me?	What is special to me and others?	What does it mean to belong?	What can we learn from special stories?	How are symbols and sayings important in religion and worldviews?	What is important to people in my local community?	What impact do beliefs have on actions?	How important are the similarities and differences between and within religions and non-religious worldviews?
Autumn 1	- What happens at Sukkot? (Celebrating) - What happens on Guru Nanak's birthday? (Celebrating)	- The Good Samaritan (Stories) - What happens on Buddha Day? (Celebrating)	What does it mean to belong to Christianity? Church visit	Why did Jesus tell stories?	How did Jesus and Buddha make people stop and think?	How and why do Hindus worship in the home and in the Mandir? Hindu temple	What inner forces affect how we think and behave? OR What do religions believe about God?	How do people express their faith through the arts in Christianity?
Autumn 2	- What happens at Diwali? (Celebrating) - What happens at Christmas? (Celebrating)	- What happens at Diwali? (Celebrating) - What happens at Christmas? (Celebrating)	How do Christians celebrate Christmas?	Why are different books special for different people? Gurdwara visit	What is the significance of light?	Why is the Bible special for Christians?	How is Christmas celebrated around the world?	What do people believe about life after death?
Spring 1	- The two brothers OR gift of friendship (Stories) - Muhammed and the kitten (Stories)	- My Muslim Faith (Aspects) - The Donkey in the Tiger Skin (Aspects)	What does it mean to belong to Sikhi? OR How do Hindu people belong?	What can stories teach us about peace? OR What can stories teach us about forgiveness?	How do Jews celebrate their beliefs at home and in the synagogue? Synagogue Visit	What beliefs are represented in our neighbourhood? OR What makes me the person I am? Mosque visit	Why is Muhammad and the Qur'an important to Muslims?	What similarities and differences do people with different beliefs share?
Spring 2	- The Lost Sheep (Stories) - What happens at Easter? (Celebrating)	- What happens at Passover (Celebrating) - What happens at Easter? (Celebrating)	What can be special about living with family and friends?	Why is Easter important to Christians?	How and why to Hindus celebrate Holi?	Why is Easter important to Christians? Church visit	How do Christians try to follow Jesus's example?	What happened on the first Easter Sunday?
Summer 1	- The Hare and the Tortoise (Stories) - What happens at Eid-ul-Fitr/Adha? (Celebrating)	- How do we make friends? (Aspects) - What happens at Eid-ul-Fitr/Adha? (Celebrating)	What does it mean to be non-religious?	How does special food and fasting help people in their faith (all religions)?	What can we learn about symbols and signs used in religions?	What is important to Humanists? Humanists UK School Speaker	Should all creatures be treated equally? OR Peace OR Thankfulness	What qualities are important to present day religious leaders? Buddhist temple
Summer 2	- My Hindu Faith (Aspects) - What makes a place special? (Aspects)	- The Lost Coin (Stories) - Visiting a church (Aspects) Church visit	What does it mean to belong to Islam?	Where did the world come from and how should we look after it?	What do Sikh sayings tell us about Sikh beliefs?	What happens when someone gets married?	New unit: What impact do beliefs have on the Alevi community?	How could we design a celebration that involved everyone, whether religious or not?

The RE Knowledge and Skills Progression Map outlines the key knowledge for each unit and how these progress throughout the programme of study, as well as identified and planned cross-curricular links and opportunities for learning outside the classroom.

5. EYFS

RE/Religion and Worldviews is not a statutory requirement for children in reception classes. Nevertheless, it is recommended that RE should be a discernible element in the experience of children in both nursery and reception classes. In line with the DFE's 2013 profile RE should provide these opportunities for pupils through planned, purposeful play and a mix of adult-led and child-initiated activity.

The EYFS framework link

https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf (December 2023) makes clear reference to all children learning about diversity and religious communities and celebrations. The document states:

“Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.”

RE/Religion and Worldviews is referred to in the EYFS framework in the following places:

Understanding the World

Early Learning Goal (ELG): People, Culture and Communities

Children at the expected level of development will:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Young children experience and respond to the world around them with all their senses. During the Early Years Foundation Stage (EYFS), the provision of a wide variety of learning experiences that value all people and include stimulating resources, 'relevant to all of the children's cultures and communities' (Development Matters) alongside positive interaction with adults and other children, help a child to make sense of the world. These elements are reflected in the Early Learning goals.

RE/Religion and Worldviews can help children to begin to create for themselves an image or map of the world, often very personal to them, to which they can give expression through their play, conversation and early attempts at representational drawing, painting and model-making. In this way, children demonstrate their growing understanding of how the wider world relates to them.

In the context of RE/Religion and Worldviews, a variety of practical experiences and stories will enable children to become familiar with relevant concepts and skills and to learn to articulate their understanding. This will happen as they become familiar with stories from a range of cultural and religious traditions, including stories that reflect the diversity of children's experiences.

The experiences offered will involve children in a voyage of self-discovery in which they become aware of the contrast between their own identity and beliefs and the identity and beliefs of others, including an understanding of the similarities and differences between families, communities and traditions.

Teachers and other adults working in the EYFS will take account of the fact that every child is unique and that children enter school at varying points between the ages of three and five. Not all children will therefore have the same learning experience in every aspect of RE/Religion and Worldviews. They will also bring with them a variety of home and other experiences, which should be celebrated and reflected within the setting.

Part of the significance of RE within the EYFS is that it provides a developing structure for understanding the habits of others, religious and secular customs and rituals, and the ways in which these influence likes and dislikes, preferences and individual choices.

In order to promote effective development of their understanding of the relationship between religions and human experience, children should have opportunities to:

- Share religious and culturally significant events and practices 'to strengthen the positive impressions children have of their own cultures and faiths and those of others in their community,' (Development Matters) e.g., Christmas, Chinese New Year, Diwali, Easter, Eid, Guru Nanak's birthday (Gurpurab), Sikhi Diwali – Bandi Chhor Divas, Harvest, Sukkot, births, birthdays and end-of-year performances.
- Make links between shared events in school and their own experiences at home and in the community, focusing on common elements e.g., getting ready for special events, visiting places of worship, using special food, clothing, objects, and music.
- Participate in conversation and play, including role play, some of which will encourage them to raise questions about meaning, allow an exploration of similarities and differences, and to begin to be aware of cultural and religious practices. Practitioners will provide an environment that enables children to do this, e.g. through the provision of small world toys and role-play areas with a variety of resources reflecting diversity e.g. such as different places of worship.
- Examine and explore a variety of artefacts of religious, cultural and secular significance for example: things people wear; a Jewish Seder plate, Christian nativity figures; bells (from various traditions), a prayer mat (Muslim tradition); Diya lamps (Hindu tradition); The Five Ks (Sikhi tradition).
- Listen and respond to a variety of faith-associated stories, so that they become familiar with them for example: The Christmas story (Christian tradition), Rama and Sita (Hindu tradition), Noah's Ark (Christian, Jewish and Muslim traditions), a story about Guru Nanak (Sikhi Tradition), Samara's Eid (Muslim tradition), R.E. interactive book (IT), Qur'an Kids stories; Undertake practical activities that enable them to develop their growing understanding of religious language and pictorial representations (e.g. symbols, images), using a variety of cross-curricular approaches and ICT. Examples would include: making puppets, creating Rangoli patterns (Indian traditions), making models or painting to illustrate a story, writing or talking about an event that is special to them, cooking, food sharing, inviting visitors from different religions and cultures into the setting, talking with adults and going on virtual tours.
- Use special terms, including religious ones, when it is helpful and appropriate to do so e.g., 'belief', 'community', 'God', 'prayer', 'celebration', 'symbol', 'love', 'family' and 'religion'.

Material used in the EYFS should be drawn where possible from significant human experiences (including the children's' own experience) as well as from Christian and other relevant religious and cultural traditions, especially those that reflect the family backgrounds of children and adults in the class.

Planning will encourage children to make the connection between practical experiences and underlying concepts and themes ('growth', 'family', 'celebration'). This happens at different points during the EYFS, and children of different ages will relate more readily to some aspects of the suggested RE/ Religion and Worldviews activities than to others. Nursery

children will usually engage in practical activities involving a range of sensory experiences and will listen to and begin to respond to stories. In building on this, reception children should be developing the ability to understand and share key experiences in their own and others' lives in terms appropriate to their stage of development.

The RE/Religion and Worldviews related activities suggested in the Hackney agreed syllabus (and developed in support material) are related to three broad areas of experience – 'Celebrating Special Times', 'Stories and What They Tell Us' and 'Aspects of Identity and Relationships' - so that engaging in these activities during the Foundation Stage will enable children to begin to:

- acknowledge their own individuality and that of others
- explore the relationships between themselves and those around them
- meet visitors and engage with them in different ways
- listen to stories and respond appropriately to them
- participate, where appropriate, in some aspects of a variety of cultures
- experience a variety of special occasions in the classroom and at school and talk about them
- talk about and visit special places
- share special things, including books, stories, and favourite possession
- respond to their experiences of nature and the world
- experience a variety of ways of expressing meaning, attempting to use these when expressing their own ideas e.g. writing, talking, making, creating and role play.

The Hackney syllabus reflects key concerns of children of this key stage, as formalised in the early learning goals and EYFS framework. RE-related activities therefore focus on three themes:

- celebrating special times
- stories and what they tell us
- aspects of identity and relationships.

The RE/Religion and Worldviews related activities for the EYFS should contain a balance between two elements:

- knowing and understanding (what people believe, what people do, and how people express themselves)
- expressing their ideas about religion and world views (making sense of who we are, making sense of life, and making sense of values and commitments).

Religious Education in EYFS is enriched by the school's community links, which enables access to local places of worship.

6. KS1 and KS2

KS1

During Key Stage 1, pupils are beginning to develop an awareness of themselves and others and to recognise that there are stories, people, places, times and values that are especially important to themselves and to others. They are also beginning to develop their questioning skills which will help them to make sense of and respond to the world in which they live. Through this process of questioning, they will begin to:

- be aware some questions are puzzling and may not have easy or right answers, even for adults

- understand people's beliefs and values affect the way in which they live
- make links between their own experiences and those of others.

As pupils progress through this key stage, they will begin to make more sense of key concepts and should be encouraged to establish a vocabulary of words related to religion.

Pupils will be developing an ability to express their own feelings, reactions and responses. They will also be learning to respond to others in appropriate ways.

KS2

Y3 and 4

During Lower Key Stage 2, pupils will be developing their interest in, as well as knowledge and understanding of, different religious beliefs and practices as well as secular world views. They will begin to recognise diversity within, as well as between, religious and cultural traditions.

Most pupils will be developing their ways of thinking and responding, though some will be more open to different levels of meaning - within a story, for example - than others.

Information gathering skills are developing and pupils will be able to use religious and other specialist vocabulary with growing confidence, building on and consolidating their learning from Key Stage 1.

Pupils will be able to talk about and respond to questions about their own beliefs and lifestyles, making comparisons with other's experiences.

Y5 and 6

During Upper Key Stage 2, pupils will be developing an understanding of the connection between beliefs and actions. They will increasingly understand some of the ways in which cultural and social influences affect how people practice their religion and will be able to compare their own beliefs and lifestyles with those of others.

Most pupils will be able to identify underlying ideas. They will be able to use religious and technical vocabulary with greater confidence, explaining symbolism and abstract ideas with increasing depth of understanding. They will be able to research independently, using a wider range of sources.

Pupils will increasingly recognise that some questions do not have answers or could have a range of answers, depending on beliefs and life experience.

The RE units for this key stage have been chosen so that they:

- identify key aspects of the Christian religion that are appropriate to explore across this key stage
- include thematic units. That is, units that draw material from a range of religious traditions and human experiences
- enable schools to draw on a range of resources, including people and communities in Hackney
- draw from one big philosophical question for each year group.

The support materials provide the following information about each of the RE units:

- the title of the unit (in the form of a question)
- a brief description of what should be covered

- the prior learning that the unit draws on future learning that the unit contributes to
- key vocabulary and concepts
- learning opportunities outside of the classroom a sequence of questions which provide a structure for the unit.

Support material has been written for each of the units in Key Stage 2. Specific to each unit is an assessment task, matched to the appropriate steps for progress ensuring teachers can measure pupil progress in RE/Religion and Worldviews in a variety of ways (P7).

Whilst following the requirements of the agreed syllabus, teachers should apply their professional judgement in adapting or developing the units of work. They may choose, for example:

- to teach a unit across several year groups,
- when their classes consist of pupils drawn from different years
- to tailor content and activities to draw upon the family backgrounds of their pupils, but without losing a unit's character.

Religious Education in KS1 and KS1 is enriched by the school's community links, which enables access to local places of worship. The school also works closely with the Faiths and Beliefs Forum to facilitate partnership working with local faith schools through link days which are disseminated across the school by the classes taking part.

Children's work in books will mostly be their own recorded writing. Pages of scaffolded work will only be stuck into children's books when this is absolutely necessary. In some instances, children might stick a diagram or visual into their books that they will label or respond to into their books, rather than completing the entirety of an outcome on a separate sheet which is then stuck in.

In RE, it might be appropriate for children to record their learning of a religious event or practice onto a provided format within the Hackney SACRE scheme. However, the majority of children will record their work directly onto the pages of their book, using the layout provided as a point of reference. This will enable greater ownership and pride in recorded outcomes.

During RE lessons, a 'Features of an RE Lesson' poster is clearly displayed on the wall. This has been explained to children, so they know what is in place to help them learn according to the pedagogy of the subject.

Features of a Religious Education and Worldviews Lesson

Big Question

All our learning relates to a big question that we are thinking about throughout the year.



Small Questions

Each topic in RE has a small question title. This helps us to link ideas and consider how the religious or non-religious beliefs of others fit within a wider context.

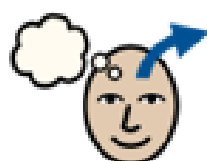


Lesson Question

Each lesson starts with its own question, so I know what I am learning about – or investigating – in the lesson.

New Learning

We talk about what we know already at the start of each topic.



We think about what we'd like to find out.



We learn the meanings of new words that relate and can be used throughout the topic.



Disciplines

Each lesson involves a specific RE and worldviews Discipline

Philosophy

This is about asking questions that thinkers would ask.



Considering ideas about knowledge, existence and right and wrong.

Debate

This is about asking questions about the nature of truth and reality.



Thinking and arguing logically, with evidence to ethical questions in life that religions and worldviews engage with.

History

This is about asking questions that an historian would ask.



Thinking about answers which relate to different evidence, accounts and interpretations and how these shape beliefs, religious practices and worldviews.

Empathy

This is about recognising personal meaning for ourselves and others.



Learning to accurately represent people's beliefs and practices and being able to articulate our own religious/non-religious or worldview background/s.

Theology

This is about asking questions that believers would ask.



Exploring ideas and questions and answers that arise from inside religions and worldviews.

Experienter

This is about asking questions that people who study lived reality or phenomena would ask.



Exploring ideas and questions and answers about the impact of religions and worldviews on people and their lives.

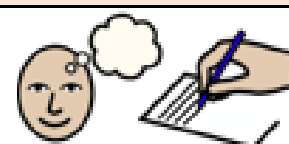
Worldview



This is about understanding that there is no neutral position or thought. We are the combination of our upbringing, life experience and our beliefs. These together give us a unique way of understanding/viewing the world and in turn affects the way we engage with and understand religion and worldviews.

Using, Applying and Summarising

We end each unit by applying our ideas to our thinking and recalling the new knowledge we have learnt.



7. Equal Opportunities

Well-taught and high quality RE/Religion and Worldviews makes a significant contribution to the education of children and young people.

“RE is an important curriculum subject. It is important in its own right, and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. The government is keen to ensure all pupils receive high quality RE.

The UK has a rich heritage of culture and diversity. This is continuing today in an era of globalisation and an increasingly interdependent world. Religion and belief for many people forms a crucial part of their culture and identity. Religion and beliefs have become more visible in public life locally, nationally, and internationally. The impact of religion on society and public life is constantly brought to public attention through extensive media coverage. The rapid pace of development in scientific and medical technologies and the environmental debate continue to present new issues which raise religious, moral and social questions. The internet enables learning and encourages participation in public discussion of issues in a new and revolutionary way.”

<https://assets.publishing.service.gov.uk/media/5a7adb3ce5274a34770e7953/DCSF-00114-2010.pdf>

RE/Religion and Worldviews contribute to spiritual, moral, social and cultural development (SMSC) of all children and young people when taught well in schools, and through this makes a significant contribution to helping “pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.” Through practising the skills of tolerance and mutual respect as seen in fundamental British values. RE provides schools with opportunities to develop pupils learning, understanding around people they will meet, work and live alongside. It can help schools build up resilience skills within the lives of children and young people.

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023>

The Hackney agreed syllabus expresses the contribution that well taught RE/Religion and Worldviews makes through the following aim:

- to promote the spiritual, moral, social, emotional, cultural and intellectual development of pupils and of society by encouraging an exploration of and response to those aspects of religion and human experience which raise fundamental questions of belief and value.

RE/Religion and Worldviews teaching consists of learning, understanding, and expressing their views and those of others to promote pupils spiritual, moral, social, emotional, cultural and intellectual development.

The aim of the syllabus is clear in setting out RE/ Religion and Worldviews as an educational activity. In a diverse community such as Hackney, in which there are many religious stances, and stances about religion, this aim should be grounded in the following principles -

Pupils learn about and understand a range of religions and worldviews, so they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst Individuals.

- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
- appreciate and appraise the nature, significance, and impact of different ways of life and ways of expressing meaning.

Pupils express ideas and insights about the nature, significance and impact of religions and worldviews, so they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion or a worldview.

Pupils gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values, and commitments clearly, in order to explain why they may be important in their own and other people's lives.

The study of RE/Religion and Worldviews will therefore:

- encourage pupils to have confidence in their own growing sense of identity as well as valuing and respecting diversity in others
- help pupils in their search for meaning and purpose in life
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human
- Teach pupils to develop respect for others, including people of different faiths and beliefs, and helps challenge prejudice
- neither promote nor undermine any particular religious, spiritual or secular stance
- be accessible to pupils and teachers of any religious stance or none
- encourage pupils to be confident and able to safely express their views and opinions.
- encourage empathy, generosity and compassion.

This Hackney agreed syllabus encourages schools to develop an approach to RE/Religion and Worldviews which, in common with all other aspects of school life, is inclusive.

In RE/Religion and Worldviews pupils will engage, “with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.” (taken from Ofsted guidance to inspectors September 2023

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023#evaluating-personal-development>

“Schools can build pupil’s resilience to radicalisation by promoting fundamental British values and enabling pupils to challenge extremist views.” DfE The prevent duty <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>.

Schools can bring their school community in contact with wider communities around them through making long term links to religious and worldview leaders and places of worship around them. In Hackney this has been a successful model where pupils build up resilience in their understanding of religious issues and complexities to be able to handle difference and diversity well.

RE/Religion and Worldviews has a significant contribution to make to prepare pupils for modern life in Britain by, for example:

- providing a model for reflection, engagement and encounter for life-long learning
- providing opportunities to explore issues of identity and belonging in Hackney, including by providing pupils with a first-hand opportunity to meet a wide range of people from different faiths
- encouraging the investigation of a range of lifestyles and ways of thinking in order to understand themselves and others better
- encouraging reflection on their own and others' beliefs, values and lifestyles and, with sensitivity, to develop understanding of beliefs
- providing opportunities for the challenge of unhelpful stereotypes and the promotion of key values such as 'respect for all'
- drawing schools, faith groups and individuals into mutually enriching encounters
- fostering personal engagement with, and a sense of responsibility for, the development of a diverse understanding and equitable society
- encouraging a fascination in how people respond to probing questions which affect the way they approach and shape their lives fostering appreciation of the accumulated wisdom of centuries of human experience as distilled in religious beliefs, practices and texts.

8. **Inclusion**

RE/RELIGION AND WORLDVIEWS AND THE DEVELOPMENT OF PUPILS

The aim of RE/Religion and Worldviews as stated in this agreed syllabus links RE with six forms of development: intellectual, spiritual, moral, social, cultural and emotional.

RE/Religion and Worldviews has a key role in promoting pupils' intellectual development by fostering skills to enable the exploration of and response to, for example:

- identify issues that warrant philosophical or ethical enquiry reflect on and communicate their own thoughts, feelings, beliefs, attitudes, values and aspirations,
- engage in sustained discussion of others' viewpoints, analysing and critically evaluating ideas, weighing up issues of right and wrong, interpreting and applying symbolism
- investigate and explain the place and importance of religious and secular beliefs and teachings in the lives of individuals, groups and societies
- realise that there are different understandings and measures of reality, and to appreciate that some believe in non-empirical truths.

RE/Religion and Worldviews has a key role in promoting pupils' spiritual development by fostering skills to enable the exploration of and response to, for example:

- how they relate to themselves, to others, to the world around them and, for some, to God
- paradox, mystery and the deepest questions of life such as 'Why are we here?', 'Why do people die?' and 'Why is there so much suffering in the world?'
- the lives of individuals and groups who have inspired others

- what different religious, spiritual and secular traditions teach about the meaning and purpose of life, values such as justice, honesty and truth.

RE/Religion and Worldviews has a key role in promoting pupils' moral development by fostering skills to enable the exploration of and response to, for example:

- personal issues and values like 'telling the truth', and 'being good'
- a range of ethical and moral issues
- the role of ethical rules and codes within communities and society what different religious, spiritual and secular traditions teach about right and wrong.

RE/Religion and Worldviews has a key role in promoting pupils' social development by fostering skills to enable the exploration of and response to, for example:

- their own growing sense of identity, place in society and different experiences of community, e.g., family, school, nationality and Religious or Worldview identity
- their experience of working in diverse groups and social settings
- a range of social issues relating to the quality of life in contemporary society
- how religious and non-religious teachings have shaped and influenced different communities and societies
- commonly shared experiences that communities seek to celebrate and mark, e.g., rites of passage
- how religious, spiritual, and secular traditions
- lead to specific actions and concerns how religion has inspired individuals with a sense of social responsibility that has generated great social change historically.

RE/Religion and Worldviews has a key role in promoting pupils' cultural development by fostering skills to enable the exploration of and response to, for example:

- the place of culture and tradition in their own and others' lives
- the relationship between culture and religion, and how religions and beliefs contribute to cultural identity and practice
- the ways in which those from different cultures have expressed themselves through the creative and expressive arts
- the many ways in which meaning, belief and value can be expressed and communicated

RE/Religion and Worldviews has a key role in promoting pupils' emotional development by fostering skills to enable the exploration and response to, for example:

- the relationship between our emotions and ability to learn
- the skills that underpin our roles as effective communicators
- the many ways in which we use empathy to understand the feelings and opinions of others
- the way we can engage pupils in motivating themselves and see a purpose in what they are doing developing the way in which positive relationships can occur.

Many of these aspects clearly overlap with Citizenship and Personal, Social, Health, and Economic Education (PSHE), and schools are encouraged to make use of RE/ Religion and Worldviews to add to the cross curricular dimension of different areas of learning within the primary and secondary curriculum.

The Hackney Agreed Syllabus for RE/Religion and Worldviews allows for balance in teaching about different religions and worldviews, and between learning about and learning from them. It provides pupils with opportunities to explore their own

thinking and beliefs, relating those to what they learn about a range of religious and non-religious perspectives, and reflecting on their learning. RE/ Religion and Worldviews is open to: female and male pupils, believers of principal religious traditions, minority faiths, ethnic, racial or cultural groups, those who are unsure and those who have no religious belief. Belief on the part of pupils is neither assumed by the syllabus, nor are pupils penalised if they have no religious belief or an organised worldview. RE/ Religion and Worldviews is also open to pupils with disabilities, special educational needs, and higher and lower attainers.

RE/Religion and Worldviews makes a significant contribution to inclusion, particularly in its focus on promoting respect for all. Effective inclusion involves teaching a lively, stimulating RE/Religion and Worldviews curriculum that:

- builds on and is enriched by the differing experiences that pupils bring
- meets all pupils' learning needs including: those with learning difficulties, those who are high attainers, all genders, pupils for whom English is an additional language, pupils from all religious and secular communities and pupils from a wide range of ethnic groups and diverse family backgrounds.

Access to RE/Religion and Worldviews can be encouraged by the full range of teaching strategies, including:

- introducing topics using pictures and other visual stimuli
- varying activities to improve concentration
- using group and paired work as well as individual tasks
- using aids to literacy, such as writing frames and assessment for learning (AfL) strategies
- developing the use of IT within RE
- adapting resources and tasks
- using artefacts
- having an experiential style of learning.
- These approaches should also benefit all pupils within the class, not just pupils with special educational needs.

RE can make a powerful contribution to the learning of pupils with special educational needs and disabilities. They can develop understanding of religious and life issues through discussion, use of artefacts and the creative arts which cannot always be reflected in their written work. What follows is guidance on how RE may be made more accessible for such pupils.

Valuing the importance of RE for pupils with special educational needs and disabilities.

RE/Religion and Worldviews is part of the core curriculum and is a positive entitlement for all pupils and should be taught with the same educational purposes, validity and integrity to all. The positive effect may be that in RE/ Religion and Worldviews pupils with difficulties, problems or tragedies find the most space to explore and seek to resolve their own conflicts.

Using pupils' experience of difficulty to develop their capacity to understand searching themes in RE/religion and worldviews.

There are areas in which pupils with special educational needs and disabilities may show specific strengths. A pupil's experience of difficulties or suffering could lead to a heightened awareness of searching themes in RE/ Religion and Worldviews. Sometimes small group work with pupils with special needs is particularly important in making space for reflection on experience and meaning.

Building on pupils' interest in people and what they do.

Some pupils with special educational needs and disabilities show more awareness of people's feelings and a curiosity about what people do. This can lead to an interest in the effect of religious belief on people and interest in how individual religious people lead their lives. This may involve pupils working on learning from religion and human experience in which pupils consider things for themselves.

Valuing pupils' use of religious language.

Some pupils with special needs and disabilities may show a lack of inhibitions in using religious and spiritual language, such as 'soul', 'heart' and 'spirit'. This can lead them into a spiritual perception of religion and human experience and an engagement with the symbolic.

Being sensitive to the variety of pupils' understanding of religious concepts.

It is difficult to generalise about the appropriateness of introducing certain religious concepts to pupils with special needs owing to the wide range of their needs. Teachers need to be sensitive in judging the appropriateness of different material on, for example, miracles and healing, which may be perceived differently by pupils with different disabilities. RE/Religion and Worldviews seeks to develop sensitive and respectful attitudes, and these can be exemplified by teaching which is sensitive and respectful.

Allowing pupils to engage with explicit religious material.

RE/Religion and Worldviews which lets the emotion and power of explicit religious materials loose in the classroom and welcomes personal responses can provide powerful opportunities for spiritual development for pupils with a variety of special educational needs. An over-emphasis on seeing special needs pupils as needing a 'small step' approach can block the development of a vital and dynamic form of RE/Religion and Worldviews. Some pupils may respond to the 'burning core' of questions that engage the imagination and often lead from the spiritual into RE/Religion and Worldviews.

Promoting pupils use of the arts as a way of expressing themselves.

Pupils with special educational needs and disabilities may have an enjoyment and engagement with art, music, dance and drama. Using these forms of expression can be very effective with special needs pupils.

Recognising pupils' intuitive responses to religious issues.

Pupils with special educational needs and disabilities may show a more intuitive approach to religion and human experience, and this may be expressed through questions, insights or gestures. These intuitive moments can display leaps of understanding which are at odds with their understanding of other concepts. Some pupils with special educational needs will show a willingness to share a spiritual response. These achievements can be celebrated and noted by the teacher, but often no written product of achievement exists.

Valuing pupils' achievement through creative forms of assessment and recording.

These forms need to be developed in order to reflect moments of intuition, insight and response. A 'Wall of Wisdom', where pupils' deep comments and questions about religion and human experience are written can be displayed in class, or a photographic or video record of significant events can be kept, or a running record in the teachers' notes.

Planning will provide for:

- the range of pupil ability in the group, with differentiated and/or adapted activities
- the past and present experience of pupils
- the family background of pupils
- the individual needs of pupils, including their special educational needs
- a range of opportunities to assess progress and to report to parents.

9. **Role of the Subject Leader**

Lesson slides and outcomes for each unit of work will be monitored by the SLT, in collaboration with subject and phase leaders. This will inform any necessary follow-up action and support, to ensure that school systems are consistent across year groups, age phases across the school throughout the curriculum. This is part of the school's commitment to ensure a high quality, broad and stimulating curriculum.

The subject leader will:

- Raise the profile of Religious Education at William Patten through their own practice, by promoting Religious Education displays around the school and by providing teachers with information on various religious festivals celebrated at certain times of year.
- Develop opportunities for parents/carers to become involved in Religious Education. For example, by ensuring that parents and carers that can share their own experiences of a religious celebration or custom, through effective prior communication with parents about whole school celebrations and relevant classroom topics.
- Keep up to date on current developments in Religious Education (including through participation in borough forums) and disseminate information to colleagues.
- Organise, maintain, audit and purchase Religious Education resources.
- Sustain the school's partnership working with local faith schools in collaboration with the Faiths and Beliefs Forum.
- Ensure that children's understanding of different religions and beliefs, as well as places of worship, is supported by frequent, continuous and progressive learning outside the classroom; this includes direct involvement in and oversight of the visits to places of worship organised for each class in accordance with the Hackney SACRE scheme overview.
- Monitor outcomes of work to ensure a high standard of work in line with termly content, ensuring evidence of acquisition of the identified key knowledge and, where appropriate, the development of skills identified for each topic.
- The subject lead will ensure that the school's provision meets the requirements for the Religious Education Council's Religious Education Quality Mark, with collation of the necessary evidence base to ensure successful application and sustained achievement of the award.

Regular opportunities will be provided throughout the year for moderation of children's achievement, according to the programme of study for their year group. The subject leader will use the outcomes of this process to support further development in science, as well as the findings from regular book looks (where teachers across year groups will view outcomes of work in each subject). The book look process itself will provide an opportunity to recognise, celebrate and disseminate good practice, and inform judgements as to the progress being made towards identified whole school and subject priorities.

In-house moderation and Book looks will be scheduled to take place within teachers' directed time.

10. **Parents**

The inclusion of RE/Religion and Worldviews in school contributes to a broad and balanced education. The 'success' of RE is not judged in terms of whether a particular child or young person maintains or develops a particular religious, spiritual or secular outlook. In Hackney there is a special relationship between families, the home and school which RE/Religion and Worldviews seeks to nurture.

It is both the choice and responsibility of the home and the faith communities to nurture children into religious, spiritual or secular traditions. The role of RE/Religion and Worldviews in schools is complimentary to their religious and secular faith background.

Because of its broad educational aim, it is hoped parents and carers will support the school in its RE/ Religion and Worldviews work. They might do this, for example, by:

- taking an interest in how their child is progressing in RE/Religion and Worldviews,
- contributing their own ideas, insights, and experiences,
- helping their child to find good sources of information (including people and places)
- enjoying the experience of learning alongside their child

At William Patten School, the significance of children's experiences at home is recognised and children are encouraged to report on home observations and practices. We recognise that the teaching of religious beliefs usually begins in the home, and that carers and parents have a valuable role to play in assisting in their child's learning. Parents and carers are encouraged to share beliefs and practices in class and are actively encouraged to participate and share their experiences and knowledge in whole school celebrations, such as the summer term Eid party.

Where RE homework is set, this will be clearly communicated and will provide further means to involve parents in their child's learning in the subject.

Information on the content of each year group's RE curriculum is provided through the autumn term curriculum letter and is available to view on the RE page of the school's website. Parents are informed of their child's learning at Open Evening and in the annual end of year report.

This policy will be reviewed annually by the Governing body.

Policy Agreed: September 2026

Policy Review Date: September 2027

References: Hackney Local Agreed Syllabus 2024