

HOWE DELL PRIMARY SCHOOL
Religious Education Policy
Autumn 2025
Review: Summer 2028

Intent

The Religious Education curriculum at Howe Dell aims to ensure that pupils develop a knowledge and understanding of the sources of wisdom and their impact whilst exploring personal and critical responses using a question based approach. Pupils are able to develop their own beliefs and values whilst developing respect and empathy for others'. Debate and discussion are key elements of our Curriculum and help children understand the place of religion in the modern world.

We follow the Herts Agreed Syllabus (2023-28) and use Jigsaw RE to deliver high quality lessons.



Aims of RE at Howe Dell (using the Jigsaw RE Resource)

Jigsaw RE meets the requirements of The Hertfordshire Agreed Syllabus for RE and is aligned to the non- statutory guidance.

By following Jigsaw RE at Howe Dell school we:-

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development.**

Jigsaw RE covers all areas of RE for the primary phase, Christianity plus one other religion is taught in each year group. All pupils are introduced to the other five principal religions represented in Great Britain by the end of key stage 2

Jigsaw RE follows a 4-step enquiry process

'The key question for the enquiry is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Jigsaw RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing knowledge and nurturing spiritual development.'

(ref: Jigsaw RE)



Key Stage One

In Key Stage One, each year group studies the principal faith of Christianity plus one other religion. Year 1 (Christianity and Judaism) Year 2 (Christianity and Islam)

Key Stage Two

In Key Stage Two, each year group studies the principal faith of Christianity plus one other religion. Year 3 (Christianity and Hinduism), Year 4 (Christianity and Judaism), Year 5 (Christianity, Sikhism and Buddhism), and Year 6 (Christianity and Islam)

Early Years

In Early Years, children are encouraged and guided to develop their understanding of 'People, Culture and Communities'. Our curriculum is delivered through play, adults modelling, observing one other, and through guided learning and direct teaching. Children develop a knowledge of some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. At Howe Dell children will :-

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways.

At Howe Dell, we ensure that children develop a good understanding of 'People, Culture and Communities', by:

- Spending time with children talking about personal experiences, sharing photos, memories and encouraging children to retell what their parents have told them about their life story and family.
- Presenting children with pictures, stories, artefacts and accounts from different religions, explaining similarities and differences.
- Offering hands-on experiences that deepen children's understanding.

- Looking for opportunities to observe children talking about experiences that are familiar to them and how these may be different for different people.
- Sharing texts, images, and telling oral stories that help children begin to develop an understanding of RE
- Introducing characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.

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| Specific Area of Learning Understanding the World | ELG 14 People, Culture and Communities | How this is achieved in EYFS | Key Vocabulary to be developed in EYFS | RE KS1 (Source: Herts Agreed Syllabus 2023-28) |
| | <ul style="list-style-type: none"> • 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. • Recognise that people have different beliefs and celebrate special times in different ways. | <ul style="list-style-type: none"> • Personal history; how they celebrate Christmas, new year, family celebrations such as Birthday's – throughout the year. • Learning about the family traditions of children in class from different cultural backgrounds. • Child led learning inspired from books | <ul style="list-style-type: none"> • Christmas • Christians • Easter • Special food • Celebration • Hindu • Diwali • Diva Lamps • Ramadan • Fasting • Eid | <p><u>Beliefs and Practices</u> Describe at least 3 examples of different beliefs and practices, including festivals, worship, rituals, and ways of life and explain some meaning behind them using appropriate vocabulary.</p> <p><u>Sources of Wisdom</u> Retell and suggest meaning to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.</p> <p><u>Symbols and actions.</u> Identify at least 3 examples of symbols and actions and explain how and why they express religious ; describe some similarities between communities.</p> <p><u>Prayer, worship and reflection</u> Talk with others about prayer. Respond to their experience of periods of stillness and reflection.</p> <p><u>Identity and belonging</u> Talk with others about how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.</p> <p><u>Ultimate questions</u> Ask and respond to a range of questions of 'how' and 'why' , questions about belonging, meaning and truth. Express their own ideas and opinions.</p> |

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| | | | | <p><u>Human values and responsibilities</u></p> <p>Re-tell stories and share real life examples of how people show care and concern for humanity and the world. Think, talk and ask questions about why people do this.</p> <p><u>Justice and fairness</u></p> <p>Explain the influence of rules. Re-tell moral stories and explain how these show what is right and wrong, just and fair.</p> |
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Implementation

Planning

At Howe Dell, RE is taught using the 'Jigsaw RE' resource. 'It adopts an enquiry-based approach to teaching and learning. Religious Education is a key player in engendering knowledge and understanding however, does not teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider beliefs and positions they encounter. Progression is evident through building upon the pupil's prior knowledge, allowing them to follow the steps of engaging and investigating the different religions, leading to the process of evaluating and expressing to ensure understanding and progress is made. This should inspire and build each child's 'religious literacy', helping them to understand the nature and diversity of religion and belief in the world in which they live and the relationships between different groups of society.' RE offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural development allowing time for reflection, discussion, dialogue and debate. The Jigsaw RE resource contributes to the British Values agenda.

| Year 4 age 8 -9 | | |
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| Autumn | Spring | Summer |
| <p>1. Theme: Beliefs and Practices Key Question: What is the best way for Jews to live a good life? Religion: Judaism</p> <p>2. Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity</p> | <p>1. Theme: Belief into action. Key Question: How do Jewish beliefs, teachings and stories impact on daily life? Religion: Judaism</p> <p>2. Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity</p> | <p>1. Theme: Shavuot/Festivals. Key Question: How does celebrating Shavuot help Jewish children feel closer to God? Religion: Judaism</p> <p>2. Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity</p> |
| Year 5 Age 9 -10 | | |
| Autumn | Spring | Summer |
| <p>1. Theme: Belief into action Key Question: How far would a Sikh go for their religion? Religion: <u>Sikhi</u></p> | <p>1. Theme: Beliefs and moral values Key Question: How are sacred teachings and stories interpreted by Sikhs today? Religion: <u>Sikhi</u></p> | <p>1. Theme: Key Buddhist beliefs. Key Question: What is the best way for a Buddhist to show commitment to their beliefs? Religion: Buddhism</p> |

(Sample of our Curriculum 2025)

Modular Approach – Knowledge

At Howe Dell, RE is taught across each year group in half termly modules that enable pupils to study in depth key understanding, skills and vocabulary. Each module aims to build upon prior learning, to ensure better cognition and retention. Each module is sequenced to enable pupils to layer learning from previous sessions to facilitate the acquisition and retention of key knowledge.

Planning

All modules have a sequenced overview outlining recommended number of sessions, key concepts, knowledge and vocabulary to be taught. This overview is used to plan individual sessions. All planning is based on the Jigsaw RE resource which is adapted to consider the needs of all our learners.

Vocabulary

Vocabulary forms a key part of our wider curriculum.

Key vocabulary is set out in the Progression of Skills Document.

| Year Group | RE Skills (from the Herts Agreed Syllabus 2023-28) | | | | | | | | Key Vocab |
|-------------------------------------|---|---|--|--|---|--|---|---|---|
| | Beliefs and Practices | Sources of Wisdom | Symbols and Actions | Prayer worship and reflection | Identity and belonging | Ultimate questions | Human responsibility and Values | Justice and Fairness | |
| Year 1 Christianity plus Judaism | Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them. | Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing named writings and sources of wisdom and recognizing the traditions from which they come. | Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities. | Respond to and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection mean to a religious community. | Notice and talk about how groups expressed their identity and belonging. Listen to and talk with people including leaders who belong to a faith community about how their commitment affects their lives. | Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media. | Respond to stories and real-life examples of how and why people show care and concern for humanity and the world. | Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behaviour and choices of themselves and of others. | Christianity Christmas Giving Incarnation Gifts Bethlehem Easter New life-egg Resurrection Creation story Palm Sunday Salvation Judaism Seder Mitzvah Hanukkah Day Tu B'Shvat Synagogue Shabbat-special day Forgiveness Rosh Hashanah Yom Kippur Abraham Moses Passover Exodus Seder meal |
| KS1 | | | | | | | | | |

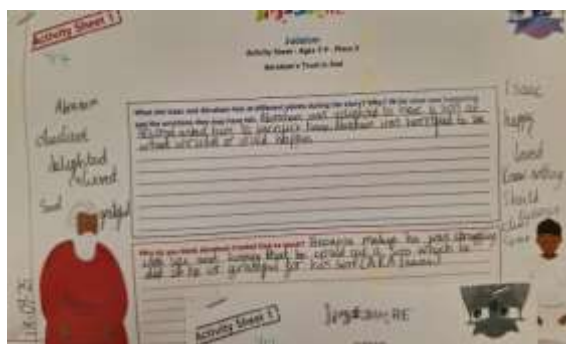
Impact

Pupil Book Study

Senior leaders and subject leaders regularly undertake book studies to monitor the effectiveness of teaching and learning. This includes sessions with small groups of pupils using questioning to check and ensure information and knowledge is acquired and understood with increasing confidence. Feedback is given to teaching staff to inform future planning.



Year 1



Year 4



Year 6

Ongoing Teacher Assessment

Teachers assess pupils during the lesson and use the grids half termly to further monitor pupils. This informs planning for subsequent sessions.

| Religious Education | | 8 Key Areas of Learning-Herts Agreed Syllabus 2023-28 | | | | | | | | FTP/WTS |
|---------------------|--|---|---|--|---|---|---|---|---|---------|
| Year 1 | | Beliefs and Practices | Sources of Wisdom | Symbols and Actions | Prayer, Worship and Reflection | Identity and Belonging | Ultimate questions | Human responsibility and values | Justice and Fairness | |
| | ✓ | Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them. | Recall and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing | Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities. | Respond to and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection mean to a religious | Notice and talk about how groups expressed their identity and belonging. Listen to and talk with people including leaders who | Explore questions about belonging, meaning and truth so that they can express | Respond to stories and real-life examples of how and why people show care and | Reflect on ideas about what is right and wrong and consider how spiritual | |
| Aut 1 | Does God want Christians to look after the world? | | | | | | | | | |
| Aut 2 | What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | | | | | | | | | |
| | Was it always easy for Jesus to show friendship? | | | | | | | | | |

Curriculum enrichment

Year 3 learn about Hinduism from the SACRE box of resources (Autumn Term 2025)



Harvest Festival 2025

Year 4 led the Harvest Festival assembly with Reverend Indira (from St Etheldreda's) leading a reflection about 'kindness'.