Whiteheath Junior School
R.E Policy

Written by	Updated on	To be reviewed
Karen Collier (R.E Leader)	September 2026 (by L Atkinson)	Summer term 2027

School Motto

At Whiteheath Junior School our motto is *'Opportunity, Confidence, Growth'.*

School Aims

Our aims are based on the 3 key words in our motto. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

- **Opportunity** - providing a range of experiences to enable children to gain in-depth knowledge and learn valuable skills
- **Confidence** - encouraging self-belief and self-worth by recognising the unique qualities of each child
- **Growth** - helping our children to develop into mature, well-rounded young people who are prepared for their future in an ever changing world

Curriculum Rationale

At Whiteheath, we provide our children with opportunities to become happy and confident lifelong learners. We recognise that every child is unique and we celebrate differences within our school community.
We are proud to provide a wide range of extracurricular opportunities that enhance learning and build confidence. We believe that a child's time at school should allow them to understand, create and enjoy.
We help children to become responsible and motivated learners who embrace challenges and strive for success while supporting their emotional well-being.
Community involvement is an important part of our curriculum. We encourage our children to be kind and caring citizens who engage with the local community and have a good understanding of the wider world.

Curriculum Design Aims

Our school curriculum is designed for Whiteheath children and aims to:

- build upon children's prior learning;
- be skills based and develop deep understanding;
- provide first hand learning experiences;

- have opportunities for collaborative learning;
- challenge, make children think and develop resilience;
- engage minds and foster creativity;
- link with other subjects;
- be fully inclusive.

Statement of intent

Religious Education (R.E) at Whiteheath Junior has an important role for the development of pupils' spiritual, moral, social and cultural knowledge and skills. The R.E curriculum has two significant learning targets to allow children to learn about, but also learn from different religions, beliefs, values and traditions, whilst exploring their own beliefs and questions of meaning. We promote and develop pupil's mutual respect and tolerance of each other and towards different cultures, beliefs and values celebrated in today's diverse society.

Planning/Lesson structure

The key aims for religious education planning are reflected in the two main attainment targets: 'Learning about religion and belief' and 'Learning from religion and belief.' We aim through our R.E teaching to create a safe and stimulating environment in which children are entitled to question, evaluate and express themselves through debate and discussion. Our R.E curriculum has a broad range of topics within each year group's teaching. The learning is varied from one main religion each year, but also learning about inspirational people, the idea of right and wrong and caring for each other and our environment. We incorporate the Hillingdon SACRE into our planning for the key areas of understanding of RE. This includes: • Life stances – what makes me 'ME' • The communities where I belong • BIG questions • 'Dealing with stuff' • Keeping a perspective on life. For each religion studied, we teach the ideas of God, Teachings, Response from a believer, Festivals and Celebrations and Place of Worship.

Adaptive Teaching

We aim to support with writing scaffolds for written work and gather fact files then use resources and various websites to provide visual learning to promote progression of knowledge and skills. Discussion and debates allow for speaking and listening skills to be enhanced. These measures should provide increased understanding.

Resources

We have an extensive selection of resources to teach main religions including storybooks, pictures and religious artefacts to look at, handle and discuss. We use the LCP curriculum scheme of work which has been updated, along with Hillingdon SACRE guidance. The scheme has been adapted in places to update stories and use at times more online resources available for teaching. The units provide broad and balanced curriculum units of study.

Recording of Work

Work should be recorded in the RE/PSHE books. This could be in the form of written work, photographs, post it notes or simply the learning objective written with a reflection or class discussion points written underneath before, during or at the end of the lesson time.

Marking

The class teacher checks each child's level of understanding of specified R.E knowledge and skills within each topic for each lesson.

Assessment

The class teacher will fill in an R.E objectives assessment grid after each half termly topic. Pupils will be assessed by their contribution to discussions and their overall mastering of objectives taught within each R.E topic. Teachers' assessment of pupils will be record on the whole school foundation subject assessment. This will also detail any WTS children's barriers to learning.
Religion questions are available to assess knowledge attained at the end of each faith unit.

Equal Opportunities

At our school, we believe every child has the right to voice their opinions in debates and be respected for holding and sharing their faith, beliefs or non-faith beliefs. This is how we develop positive values of tolerance and respect in our teaching.

Enrichment Opportunities

We arrange visits to places of worship of the main religions studied yearly and we celebrate visitors (sometimes religious leaders or using our own children with a faith) to communicate their beliefs and traditions to the whole school during assemblies. Displays are used to promote diversity values.

Cross-curricular opportunities

We aim to involve cross-curricular opportunities wherever possible so that the children can explore cultural stories, through I.C.T, Drama, Art and Design, Music and Dance to express feelings and ideas in an imaginative way.

Filtering and Monitoring for Online Safety

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of students, staff, volunteers and governors
- All staff will receive appropriate training to include an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

- Identify and assign roles and responsibilities to manage filtering and monitoring systems. The Head Teacher will take overall responsibility.
- Block harmful and inappropriate content without unreasonably impacting on teaching and learning

Wider Community Links

We connect with local places of worship. We like to connect the places of worship with the teaching and learning of religions studied in each year group. We invite religious leaders into our school to visit the children so they can share why specific religious stories are told and convey their knowledge of traditions and rituals. In addition, this develops pupils understanding of different faiths in our community. We believe this approach creates respect and tolerance of those with differing religious beliefs and values. Local care home contact for inter-generational support links.

Personal, Social, Moral, Spiritual and Cultural Development

British values are supported through the chosen topics and lessons taught in R.E. From educating our pupils to make the right choices, respecting all of our differences and looking after each other, being grateful for our personal freedom and our valued right to be heard in each class, our school and in society. We have a British Values focus day every year to educate each year group on one of the values to enable every child to have learnt all the values by the end of their time in the Junior school. Houses of Parliament visits have taken place with the School Council and Houses Captains then to feed back their experiences as a whole school assembly.

Right to Withdraw from Religious Education (RE)

In accordance with Section 71 of the School Standards and Framework Act 1998, parents and carers have the legal right to withdraw their child wholly or partly from Religious Education (RE). This right applies to pupils in all types of schools, including schools without a religious designation. Parents and carers are not required to give a reason for their decision.

The school recognises the importance of inclusive RE in developing pupils' religious literacy, understanding of different religious and non-religious worldviews, and respect for diversity. Parents and carers are encouraged to discuss any concerns about the RE curriculum with the school so that the aims, content and approach of the subject can be explained. However, this discussion is not a condition of exercising the right to withdraw.

Requests for withdrawal should be made in writing to the Headteacher, clearly stating whether the request relates to the whole of RE or particular aspects of the subject. The school will respect the parental right of withdrawal and make appropriate arrangements for the pupil during the relevant lessons.

Pupils who are withdrawn from RE will remain under the school's supervision and duty of care. The school is not required to provide additional teaching or alternative RE provision for pupils who have been withdrawn. Any arrangements made will be handled sensitively, ensuring that pupils are treated fairly and are not disadvantaged or made to feel uncomfortable as a result of their parents' or carers' decision.

The right to withdraw applies specifically to RE and does not extend to teaching about religious or non-religious beliefs that forms part of other curriculum subjects, or to incidental references to religion arising naturally during teaching and learning in other subjects.

References

Hillingdon SACRE
LCP Year 3-6 R.E curriculum
Religious Education and British Values – RE today services
Religious Education – The Teacher's Guide – Stephen Pett
DfE Religious Education and Collective Worship Guidance