



CHALKWELL HALL JUNIOR SCHOOL

Religious Education Policy

Reviewed and Approved by:	Governing Body
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Date Reviewed:	September 2026
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Next Review Date:	September 2029
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**Tenacitas
Trust**

CHALKWELL HALL JUNIOR SCHOOL

RELIGIOUS EDUCATION POLICY

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that “Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils”.

Chalkwell Hall Junior School is a community school therefore we deliver Religious Education in line with the Essex Agreed Syllabus.

In Religious Education at Chalkwell Hall Junior School we aim for pupils acquiring and applying knowledge and understanding of:

- the beliefs, practices and forms of Christianity and the other principal religions represented in Great Britain (here regarded as Buddhism, Hinduism, Islam, Judaism and Sikhism)
- how these religions influence individuals, communities, society and the world;
- the nature of belief, religion, philosophy and ethics in local, national and global forms.

We aim that our pupils should be encouraged to:

- reflect on the significance of interfaith dialogue;
- understand the important contribution religion can make to community cohesion;
- explore the combat of religious prejudice and discrimination;
- respond to, evaluate and apply their understanding to their own experiences and values.

Through their progression in RE, our pupils will develop and consolidate the following skills:

- reflection
- empathy
- investigation
- analysis
- interpretation
- evaluation
- application
- synthesis
- creativity

Approaches to the teaching of RE

In order to make religious education a lively subject we employ a variety of teaching methods including art, music, discussion, drama, the development of thinking skills, the use of artefacts, interactive whiteboard resources, and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or through visits from members of local faith communities. We endeavour to continuously develop these local community links to provide authentic religious and cultural experiences for the pupils.

Chalkwell Hall Junior School use the Essex Agreed Syllabus: ‘RE Matters for Every Child’, produced by the Agreed Syllabus Conference and SACRE as a basis for planning, teaching and learning.

In accordance with the structure of the agreed syllabus we have agreed that pupils at Key Stage 2 study:

- Christianity
- at least two other principal religions
- a religious community with a significant local presence where appropriate
- a secular world view where appropriate.

Within this, pupils should explore the following themes:

- beliefs and questions
- teachings and authority
- worship, pilgrimage and sacred places
- the journey of life and death
- symbols and religious expression
- inspirational people
- religion and the individual
- religion, family and community
- beliefs in action.

Cross-Curricular Approach

When appropriate RE will be complemented by worthwhile and challenging cross-curricular studies that provide ample opportunities for children to use and apply their subject knowledge and skills to deepen understanding. We aim to create coherent and more integrated learning experiences which will cover a number of curriculum objectives at once and save valuable curriculum time.

Ofsted and QCA report that some of the most effective learning occurs when connections are made between subjects.' (Independent review of the Primary Curriculum Sir Jim Rose 2009)

'There are times when it is right to marshal content from different subjects into well planned cross curricular studies...among other things it encourages children and teachers to think creatively 'outside subject boxes' (Independent review of the Primary Curriculum Sir Jim Rose 2009).

Monitoring and Review

The RE subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in Religious Education. The subject leader is also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. Subject leaders are to be allocated specific time for the task of reviewing samples of children's work, teachers planning and for visiting classes to observe learning in RE.

Inclusion and Differentiation (also see SEN policy)

All children must have regular access to RE, appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work must be differentiated to aid children's learning. Children must be able to communicate their ideas in ways other than extended writing and be provided with non-visual ways of accessing information where necessary. More-able children should be given open-ended tasks and be given opportunities for further research and more challenging studies. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as

they move through our school, as shown through our Skills Based Curriculum. Any specific individual's needs must be identified in their ISPs.

The Right of Withdrawal from RE

At Chalkwell Hall Junior School we wish to be an inclusive community but recognise that parents/carers, of course, have the legal right to withdraw their children from religious education in the grounds of conscience. We would ask any parent/carer considering this should contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practise of religious education at Chalkwell Hall Junior School.

E-Safety

Chalkwell Hall Junior School is fully committed to ensuring the safety of all staff, pupils and parents/carers with regard to all aspects of e-safety. Please refer to the E-Safety Policy for actions and sanctions for use of devices and internet, etc.