

Granby Junior School



Religious Education Policy

Review Date	Approved by	Governor Minute Reference
July 2028	FGB	

Date: July 2026

Intent

At Granby Junior School, we intend for our children to have the **knowledge, understanding, respect** and **tolerance** to develop as young people as they come to speak, think and act in our **culturally diverse** world.

In the teaching of RE, we actively teach these aspects, **promoting tolerance, respect and understanding**, celebrating those things which we have in common and celebrating those beliefs that make us special and different. This will enable children to be part of a more **cohesive** group of people, creating a more **harmonious** future within our local community and beyond.

Our RE curriculum aims to allow teachers to guide the children through a journey of **exploration**, considering their own **religious or non-religious experience** and looking at those of others.

Through teaching, our children **engage** intellectually using their skills of **enquiry** with knowledge of different world religions and have the skills to discern what beliefs and practises have value and meaning for them, regardless of their own religious viewpoints.

By the time children leave Granby Junior School, they will be able to:

- have a clear understanding of different religious beliefs and practises
- be able to express their own **opinions** and **beliefs** (whether they are religious or secular)
- to understand that people can have beliefs that are different to our own and be **tolerant** and **respectful** of this
- have an understanding of how different religious and non-religious beliefs and practises relate to their own lives or the lives of others

Implementation

We are an inclusive school where we promote equality and open-mindedness. Our similarities and differences are celebrated. We believe that the teaching of RE should be enjoyable and should enrich the children's relationships with one another and those living in our community and beyond.

At Granby Junior School our RE curriculum ensures coverage of the **Derbyshire and Derby City RE Syllabus**

- [Five SACREs GM Hub Agreed Syllabus for RE](#)
- [25-28130-DERBY-Syllabus-A-RETAINER DIGITAL.pdf](#)

in conjunction with the **RE Today Syllabus**. Some of this has been developed to reflect the demographics of these areas, as well as to reflect the diversity and richness of modern-day Britain.

Whilst not all the six main world religions are represented in detail at primary level, discussion and reference to them is included throughout.

Our teaching of RE is designed to be high quality, coherent and progressive. Our progression map develops '**Key Questions**' under four main themes: **Believing, Expressing, Experiencing and Living**. Although these are progressive across year groups, some key questions have been reordered to coincide with major festivals such as Easter, and life experiences such a transition.

Through this, children gain an increasing understanding of the range of religions, worldviews and different cultures in the UK and around the world, which we believe is vital as part of our global connections. Individual lessons, taught weekly, provide pupils with the knowledge and vocabulary specific to different religions and themes, as well as the opportunity to be inquisitive by asking and answering questions about the world around them. This enables the children to be empathetic, tolerant, knowledgeable and respectful for the cultures and religions different to their own. This is reinforced through assembly themes, PSHE and RSE work.

Implementation

Children leave Granby with the ability to thoughtfully discuss world religions and beliefs. This is because learning takes place through a mixture of individually recorded responses as well as paired, group and class discussions.

The foundation subject monitoring booklet enables the range of responses given by children to be recorded. Formative assessments from this enables future planning to be adapted if needed, so misconceptions can be addressed. This identifies issues of understanding that can be revisited if necessary. Adjustments raised are recorded in the following week by the teacher. This shows the response to the children's needs.

At the end of each '**Key Question**' an overall assessment judgment is made. Sometimes, exit quizzes may be used to consolidate key language or knowledge. However, much of the learning is conceptual and therefore cannot be tested. Where links between '**Key Question**' facilitates, concepts are revisited and rethought. This repeating of the concepts enables knowledge and language to move from short term to long term memory and links between religions and beliefs can be made.

Equality

Children of all abilities enjoy and benefit from the study of Religious Education at Granby Junior School. Teachers are able to adapt teaching to respond to the strengths and needs of all pupils enabling them to achieve.

Teachers have a secure understanding of how a range of factors can inhibit pupils' ability to learn and know how best to overcome these through adaptive teaching. High-quality teaching approaches to engage and support the needs of all pupils are used within the classroom during lessons.

Assessment of pupils' progress is employed to identify barriers to learning and develop strategies to support all pupils through a graduated response – including but not limited to those with SEND, those of high ability and those with English as an additional language.

Adaptive RE teaching focuses on the whole class while providing scaffolding such as differing levels of support, access to resources, modelled first step examples or focused questioning to those who need additional initial support or challenge in order to access the same ambitious curriculum and meet our high expectations.

Diversity

At Granby Junior School, our curriculum offers a diverse view of the world, beginning in our local community and extending beyond. Through the lenses of British values and RE, children are positively exposed to a range of role models, reflected within the wider society, redressing the balance seen within our local community.

In RE, children learn about diversity both in terms of cultural diversity and religious diversity. This is shown by focusing on a range of world religions, beliefs and cultures. Whilst many resources produced, heavily link world religions with their founding culture, we aim to challenge stereotyping and ask questions to raise awareness of the diversity of religious people across the world.

Some world religions raise discussion around gender equality due to cultural rules and practices. In these cases, children are encouraged to discuss these concepts and to have an understanding and appreciation of why these might exist. This helps them to build tolerance of ideas and practices with which they may not agree.

Inclusion

At Granby Junior School, every pupil is entitled to experience an ambitious, engaging and inclusive Religious Education curriculum that develops knowledge and understanding of a range of religions, worldviews and beliefs. We believe that every child should feel respected, valued and confident to explore, discuss and reflect on different perspectives while developing their own understanding of the world.

Teachers recognise the diverse backgrounds, experiences, strengths and needs that pupils bring to RE and use ongoing assessment to identify and respond to individual needs. Through the graduated approach of assess, plan, do and review, teaching is adapted to remove barriers to learning while maintaining high expectations for every pupil.

Inclusive RE teaching is rooted in high-quality classroom practice. Lessons are carefully planned so that all pupils access the same ambitious curriculum through adaptive teaching strategies that support understanding without reducing challenge. These include explicit teaching of subject-specific vocabulary, the use of stories, artefacts, photographs and multimedia resources, structured discussion, collaborative learning, visual prompts, scaffolded tasks and targeted questioning. Reasonable adjustments are made where appropriate to ensure that every pupil can engage meaningfully with religious concepts, express their views confidently and participate fully in learning while promoting independence and respect for others.

Assessment is used throughout lessons to inform responsive teaching, address misconceptions and celebrate pupils' developing knowledge and understanding. Where additional support or challenge is required, teachers work collaboratively with the SENDCo, families and, where appropriate, external professionals to ensure every pupil is supported to succeed.

Our inclusive approach enables all pupils, including those with SEND, disadvantaged pupils, pupils learning English as an additional language and those with additional talents or interests, to participate fully in the RE curriculum. By removing barriers, valuing diversity and fostering respectful dialogue, we ensure that every child develops the knowledge, empathy and critical thinking skills needed to understand and appreciate the rich diversity of beliefs and cultures in modern Britain and the wider world.

Appendix A – Progression Map

	Year 3	Year 4	Year 5	Year 6
B E L I E V I N G	<u>Why is the Bible so important for Christians today?</u> • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). • Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). <u>What do different people believe about God?</u> • Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Suggest why having a faith or belief in something can be hard (B2). • Identify how and say why it makes a difference in people's lives to believe in God (B1).	<u>Why is Jesus inspiring to some people?</u> • Make connections between some of Jesus' teachings and the way Christians live today (A1). • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).	<u>Why do some people believe God exists?</u> • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). • Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). • Present different views on why people believe in God or not, including their own ideas (C1).	<u>What do religions say to us when life gets hard?</u> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).
E X P R E S S	<u>Why are festivals important to religious communities?</u> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).	<u>Why do people pray?</u> • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2).	<u>What makes special places special?</u> <u>Why do people pray? Should religious buildings be sold to help the poor?</u> Make connections between how believers feel about places of worship in different traditions	<u>Is it better to express your beliefs in arts and architecture or in charity and generosity?</u> • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3).

- Identify similarities and differences in the way festivals are celebrated within and between religions (A3).

- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1)

Why do people pray? If God is everywhere, why do people choose to pray in a place of worship?

Describe the practice of prayer in the religions studied

Make connections between what people believe about prayer and what they do when they pray

Describe ways in which prayer can comfort and challenge believers

Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray

- Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).

Why might life be considered a journey? Which times in life are important/special and why?

Suggest why some people see life as a journey and identify some of the key milestones on this journey

Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean

Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people

Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief

Select and describe the most important functions of a place of worship for the community

Give examples of how places of worship support believers in difficult times, explaining why this matters to believers

Present ideas about the importance of people in a place of worship, rather than the place itself

If God is everywhere, why go to a place of worship?

- Make connections between how believers feel about places of worship in different traditions (A3).

- Select and describe the most important functions of a place of worship for the community (B3).
- Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).
- Present ideas about the importance of people in a place of worship, rather than the place itself (C1).

- Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).

- Apply ideas about values and from scriptures to the title question (C2).

How can spirituality be expressed through the arts? Is it better to express one's religion through art/architecture or charity/generosity?

Describe and make connections between examples of religious creativity (buildings and art)

Show understanding of the value of sacred buildings and art.

Suggest reasons why some believers see generosity and charity as more important than buildings and art.

Apply ideas about values from scriptures to the title question.

What can be done to reduce racism in society? Can religion help?

Describe examples of connections between anti-racism and religion

				Understand the challenges racism presents to human communities and consider different religious responses Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies
L I V I N G	<u>What does it mean to be a Christian in Britain today?</u> • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).	<u>What does it mean to be a Hindu in Britain today?</u> • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <u>What can we learn from religions about deciding what is right and wrong? Does religion help people to be 'good'?</u> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Make connections between stories of temptation and why people can find it difficult to be good (A2).	<u>What does it mean to be a Muslim in Britain today?</u> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). <u>What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</u> • Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a	<u>What matters most to Christians and Humanists?</u> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). <u>What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</u> • Make connections between beliefs and behaviour in different religions (A1). • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).

		• Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about how people decide right and wrong (C3)	moral dilemma from the world today (C3). <u>What is 'green religion'? What more can religious communities be doing to help the environment?</u> Make connections between beliefs about the earth and activist behaviour in different religions Understand the challenges facing the planet and responses from different religions Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'	• Consider similarities and differences between beliefs and behaviour in different faiths (B3).
--	--	---	---	---

Appendix B - Yearly Overview

	Year 3	Year 4	Year 5	Year 6
B E L I E V I N G	<u>Why is the Bible so important for Christians today?</u> • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). • Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). <u>What do different people believe about God?</u> • Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Suggest why having a faith or belief in something can be hard (B2). • Identify how and say why it makes a difference in people's lives to believe in God (B1).	<u>Why is Jesus inspiring to some people?</u> • Make connections between some of Jesus' teachings and the way Christians live today (A1). • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Identify the most important parts of Easter for Christians and say why they are important (B1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).	<u>Why do some people believe God exists?</u> • Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). • Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). • Present different views on why people believe in God or not, including their own ideas (C1).	<u>What do religions say to us when life gets hard?</u> • Express ideas about how and why religion can help believers when times are hard, giving examples (B2). • Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). • Explain some similarities and differences between beliefs about life after death (B2). • Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).
	<u>Why are festivals important to religious communities?</u> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).	<u>Why do people pray?</u> • Describe the practice of prayer in the religions studied (A2). • Make connections between what people believe about prayer and what they do when they pray (A3). • Describe ways in which prayer can comfort and challenge believers (B2).	<u>If God is everywhere, why go to a place of worship?</u> • Make connections between how believers feel about places of worship in different traditions (A3). • Select and describe the most important functions of a place of worship for the community (B3). • Give examples of how places of worship	<u>Is it better to express your beliefs in arts and architecture or in charity and generosity?</u> • Describe and make connections between examples of religious creativity (buildings and art) (A1). • Show understanding of the value of sacred buildings and art (B3).

- Identify similarities and differences in the way festivals are celebrated within and between religions (A3).
- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).

Why do people pray? If God is everywhere, why do people choose to pray in a place of worship?
Describe the practice of prayer in the religions studied

Make connections between what people believe about prayer and what they do when they pray

Describe ways in which prayer can comfort and challenge believers

Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray

- Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).

Why might life be considered a journey? Which times in life are important/special and why?

Suggest why some people see life as a journey and identify some of the key milestones on this journey

Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean

Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people

Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief

support believers in difficult times, explaining why this matters to believers (B2). • Present ideas about the importance of people in a place of worship, rather than the place itself (C1).

What makes special places special? Why do people pray? Should religious buildings be sold to help the poor?

Make connections between how believers feel about places of worship in different traditions

Select and describe the most important functions of a place of worship for the community

Give examples of how places of worship support believers in difficult times, explaining why this matters to believers

Present ideas about the importance of people in a place of worship, rather than the place itself

- Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).
- Apply ideas about values and from scriptures to the title question (C2).

How can spirituality be expressed through the arts? Is it better to express one's religion through art/architecture or charity/generosity?

Describe and make connections between examples of religious creativity (buildings and art)

Show understanding of the value of sacred buildings and art.

Suggest reasons why some believers see generosity and charity as more important than buildings and art.

Apply ideas about values from scriptures to the title question.

What can be done to reduce racism in society? Can religion help?

Describe examples of connections between anti-racism and religion

				Understand the challenges racism presents to human communities and consider different religious responses Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies
L I V I N G	<u>What does it mean to be a Christian in Britain today?</u> • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). • Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).	<u>What does it mean to be a Hindu in Britain today?</u> • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). • Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). <u>What can we learn from religions about deciding what is right and wrong? Does religion help people to be 'good'?</u> • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Make connections between stories of temptation and why people can find it difficult to be good (A2).	<u>What does it mean to be a Muslim in Britain today?</u> • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). • Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). • Make connections between the key functions of the mosque and the beliefs of Muslims (A1). <u>What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</u> • Outline Jesus' teaching on how his followers should live (A2). • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). • Explain the impact Jesus' example and teachings might have on Christians today (B1). • Express their own understanding of what Jesus would do in relation to a	<u>What matters most to Christians and Humanists?</u> • Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). • Describe some Christian and Humanist values simply (B3). • Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3). • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). <u>What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?</u> • Make connections between beliefs and behaviour in different religions (A1). • Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1). • Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).

		• Give examples of ways in which some inspirational people have been guided by their religion (B1). • Discuss their own and others' ideas about how people decide right and wrong (C3)	moral dilemma from the world today (C3). What is 'green religion'? What more can religious communities be doing to help the environment? Make connections between beliefs about the earth and activist behaviour in different religions Understand the challenges facing the planet and responses from different religions Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'	• Consider similarities and differences between beliefs and behaviour in different faiths (B3).
--	--	---	--	---

Key	
Autumn Term	
Spring Term	
Summer Term	

Appendix C – Whole Class Assessment Sheet

Whole Class Feedback Sheet

Subject:

Lesson Objective:

Success Criteria (Optional):

Date:



Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

Appendix D – Curriculum Road Map

R.E.

Our R.E. curriculum follows the Derbyshire agreed syllabus. This is organised around a series of 'big questions' that allow children to aspects of different religions as well as spirituality in general.

Year 6

What do religions say to us when life gets hard?
Is it better to express your religion in arts and architecture or in charity and generosity?
What matters most to Christians and humanists?
What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God) and Ummah (the community)?

Year 4

Why is Jesus inspiring to some people?
Why do some people think life is a journey? What significant experiences mark this?
Why are festivals important to religious communities?
What does it mean to be a Hindu in Britain today?
What can we learn about religions about right and wrong?

Year 5

If God is everywhere, why go to a place of worship?
What does it mean to be a Muslim in Britain today?
Why do some people believe God exists?
What would Jesus do? Can we live by the values of Jesus in the 21st century?

Year 3

What do different people believe about God?
Why is the Bible important for Christians today?
Why do people pray?
What does it mean to be a Christian in Britain today?

