



Religious Education at WEPS

Review date: July 2026

Our goal is for our children to develop a greater level of understanding, respect, and tolerance for different beliefs and religions.

We want this because it is important for students to respect different beliefs, making them more empathetic in the diverse world we live in. It also teaches critical thinking, which is important for making good decisions and getting along with others.

In Religious Education we aim for our children to recognise and discuss different religions and worldviews, including their beliefs, practices, and traditions. Our children are encouraged to explore fundamental questions about life, morality, and the meaning of existence from various religious and non-religious perspectives. They learn and develop skills such as critical thinking, empathy and respect for diversity and reflection. These elements aim to provide students with a comprehensive understanding of religion and its significance in society.

At WEPS, our focus is to empower every child with a voice. We encourage all children on a journey of exploring and discovering religions and cultures. Our approach is growth, enabling our children to build upon their knowledge with each year.

At WEPS we believe every child should have access to learning Religious Education (RE) because it offers valuable opportunities for personal development. RE promotes compassion for diverse beliefs and cultures, which are essential for producing an inclusive society. For children with Special Educational Needs (SEN), RE can provide a supportive environment for exploring concepts of identity. Similarly, for students with English as an Additional Language (EAL), RE offers a platform for developing language through meaningful cultural and religious understanding, which can support children in feeling familiar and safe within our school. By ensuring access to RE for all children, regardless of their background or abilities, we promote inclusivity, appreciation, and holistic educational outcomes.

Our policy is reviewed, discussed, agreed upon and followed by all teachers and support staff. It is shared and discussed with the governing body, parents and carers and pupils.

The impact of our subject policy is continually evaluated and reviewed. (At a minimum, the policy is reviewed once per academic year)

Lesson timings

Each lesson should be an hour long taught once a week.

Displays

It is not a requirement for classrooms to have a display for RE.

Books - needs to be reviewed

KS1- currently have a whole class book where the teacher takes a photograph of the work and sticks it in, or sticks one piece of work in as evidence.

KS2- currently have individual books for each child where worksheets or photographs are stuck in.

Assessment The purpose of assessment is to check that pupils have understood the work and have retained the information. The assessment will be done by reviewing previous topics/ lessons. And summative assessment will be done at the beginning and end of each unit.



Lesson Structure

1. Key Term Question

- A short question to introduce and explore a key term.

2. Lesson Question

- The main enquiry question that guides the learning.

3. Review

- A quick recap of previous learning to build connections.

4. Key Vocabulary

- Introduction of key terms for the lesson.

5. Teaching Input

- Main content delivered through explanation, sources, or stories.

6. Discussion & Partner Talk

- Time for students to share ideas and reflect together.

7. Activity

- An individual or group task to apply learning.

8. Plenary

- A final review to reflect on the key question and learning.

Overview

RE - Curriculum overview

RE Curriculum Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key term questions					
EYFS	What makes people special to us?	What can we learn from special stories?	What times are special to us?	How should we look after our world?	What makes a place special?	What things are special to us?
Year 1	What do Christians believe about God?	What is Islam?	What can we learn from Creation stories?	Why is prayer important for many people?	What does it mean to be a member of the Jewish community?	What role do festivals and holy days play in the life of faith?
Year 2	What is Buddhism?	What is the place of the church in Christianity?	What is Humanism and what do Humanists believe?	How do we mark stages in the human journey?	What does it mean to be a Hindu?	What does it mean to be a Sikh?
Year 3	How do sacred scriptures inform religious beliefs?	Why is pilgrimage important in some religious traditions?	What does Sikhism teach us about selfless Service?	What is the significance of Easter within Christianity?	What can we learn from different symbols?	Why are festivals, celebrations and High Holy Days so important within Judaism?



Year 4	What do Muslims believe?	What do Jewish people believe about God?	How can significant figures inspire us?	What does it mean to follow the Buddha?	What do sacred texts within Hinduism say about God?	What contribution can religion make to our society?
Year 5	What does Buddhism teach us about human experience?	What is significant to Christians about Jesus' life and teaching?	In what ways can the art and design express different beliefs?	What place do festivals, worship and celebrations have within Hinduism?	How is human identity and belonging shaped by faith and belief?	What does it mean to be a Muslim?
Year 6	What can we learn from Humanism?	Why is the Torah so important within Judaism?	In what ways do Christians in different denominations worship?	How can religion promote peace and justice in our society?	What happens in the mosque?	What happens in the Gurdwara?