Religious Education (RE) Policy



November 2026

Review Date	November 2027
Policy Owner	Head

Contents

1 Aims 3
2 Regulatory Framework 3
3 Our Commitment 3
4 Curriculum Structure 4
5 Curriculum Pathways 4
6 Curriculum Content 5
7 British Values 5
8 Preparation for Adulthood 6
9 Adapting the Curriculum for SEND 6
10 Assessment 7
11 Monitoring and Review 7
12 Linked Policies 8
13 Version control 8

1 Aims

1.1 At Holme Court Derby, Religious Education (RE) helps pupils explore beliefs, values, identity, belonging and meaning within local, national and global communities. RE provides opportunities for pupils to develop knowledge and understanding of Christianity and other principal religions represented in Great Britain, alongside non-religious worldviews.

1.2 The aims of RE are to:

1.2.1 promote understanding of different beliefs, religions and worldviews;

1.2.2 develop respect, tolerance and understanding of diversity;

1.2.3 encourage reflection on identity, values and belonging;

1.2.4 support pupils to explore questions of meaning, purpose and responsibility;

1.2.5 prepare pupils for life in a diverse society;

1.2.6 contribute to personal development and Preparation for Adulthood.

2 Regulatory Framework

2.1 This policy has been developed with regard to:

2.1.1 Education (Independent School Standards) Regulations 2014 (as amended);

2.1.2 Equality Act 2010;

2.1.3 Children and Families Act 2014;

2.1.4 Special Educational Needs and Disability Code of Practice: 0-25 Years;

2.1.5 Keeping Children Safe in Education 2026;

2.1.6 Working Together to Safeguard Children 2026.

2.2 The School provides Religious Education that is balanced, objective and promotes respect for individuals of all faiths, beliefs and worldviews.

3 Our Commitment

3.1 Religious Education contributes significantly to the wider aims of Holme Court Derby by helping pupils understand themselves and others.

3.2 The subject supports pupils to develop empathy, curiosity, reflection and respect whilst encouraging exploration of identity, belonging, community, responsibility and meaning.

3.3 RE contributes directly to the School values of:

3.3.1 Be Connected

(a) Understanding how beliefs and values influence communities and society.

3.3.2 Be Curious

(a) Exploring different beliefs, traditions and worldviews.

3.3.3 Be Courageous

(a) Reflecting on important questions and respectfully discussing different perspectives.

4 Curriculum Structure

4.1 The RE curriculum is organised around four key strands:

4.1.1 Belief and Identity

(a) Understanding how beliefs influence identity, belonging and personal values.

4.1.2 Religion and Community

(a) Exploring places of worship, religious communities and shared traditions.

4.1.3 Meaning and Purpose

(a) Investigating life's big questions, purpose, hope and belief.

4.1.4 Values and Responsibility

(a) Exploring ethics, service, stewardship, justice and responsibility.

4.1.5 These strands are revisited throughout the curriculum using a spiral curriculum model that supports progression over time.

5 Curriculum Pathways

5.1 The curriculum is delivered through the Holme Court Derby pathway model.

5.2 Discover

5.2.1 Pupils learn to:

(a) recognise beliefs, traditions, people and places;

(b) explore stories, symbols and practices;

(c) respond to experiences, ideas and questions.

5.3 Explore

5.3.1 Pupils learn to:

(a) describe beliefs and practices;

(b) explain their importance;

(c) compare similarities and differences;

(d) discuss values and perspectives.

5.4 Extend

5.4.1 Pupils learn to:

(a) analyse viewpoints;

(b) evaluate ideas and beliefs;

(c) reflect on meaning, purpose and responsibility;

(d) consider significance and impact.

5.5 Placement within a pathway is not fixed. Pupils may move between Discover, Explore and Extend as their needs, confidence, attainment, independence, understanding and aspirations develop. Decisions regarding pathway placement are informed by assessment information, EHCP outcomes and professional judgement.

6 Curriculum Content

6.1 Across the two-year curriculum cycle, pupils explore:

6.1.1 Christianity

(a) beliefs and belonging;

(b) worship and community;

(c) helping others and service;

(d) hope and future aspirations;

(e) life, death and meaning.

6.1.2 Other Principal Religions, including:

(a) Islam;

(b) Hinduism;

(c) Sikhism;

(d) Judaism;

(e) Buddhism.

6.1.3 Non-Religious Worldviews, including:

(a) Humanism;

(b) personal values;

(c) ethics and responsibility;

(d) meaning and purpose.

6.2 All teaching is objective, balanced and respectful.

7 British Values

7.1 Religious Education contributes significantly to the promotion of British Values.

7.2 Democracy

7.2.1 Understanding that people may hold different beliefs and viewpoints.

7.3 Rule of Law

7.3.1 Exploring values, responsibilities and expectations within communities.

7.4 Individual Liberty

7.4.1 Respecting personal beliefs and freedom of religion or worldview.

7.5 Mutual Respect and Tolerance

7.5.1 Valuing diversity and understanding different faiths, cultures and worldviews.

8 Preparation for Adulthood

8.1 Religious Education contributes to the four Preparation for Adulthood outcomes.

PfA Area	**RE Contribution**
Employment	Respectful communication, ethical decision making and understanding diversity.
Independent Living	Reflection, values, identity and responsible choices.
Community Inclusion	Belonging, participation and respect for difference.
Good Health	Empathy, reflection and understanding different perspectives.

9 Adapting the Curriculum for SEND

9.1 As a specialist SEND setting, Holme Court Derby recognises that pupils may require adapted approaches to Religious Education.

9.2 Teaching may include:

9.2.1 visual supports;

9.2.2 communication boards;

9.2.3 social narratives;

9.2.4 structured discussion;

9.2.5 repetition and reinforcement;

9.2.6 sensory experiences;

9.2.7 practical activities;

9.2.8 small-group teaching;

9.2.9 adapted resources.

9.3 Curriculum planning is informed by:

9.3.1 EHCP outcomes;

9.3.2 communication profiles;

9.3.3 individual learning profiles;

9.3.4 assessment information;

9.3.5 therapeutic recommendations.

10 Assessment

10.1 Assessment supports staff in identifying progress and planning next steps.

10.2 Assessment approaches include:

10.2.1 Discover

(a) observation;

(b) participation;

(c) responses to stories and artefacts;

(d) teacher assessment.

10.2.2 Explore

(a) explanation of beliefs and practices;

(b) comparison activities;

(c) reflection tasks;

(d) teacher assessment.

10.2.3 Extend

(a) enquiry activities;

(b) discussion and debate;

(c) evaluation tasks;

(d) reflective responses.

10.3 Assessment is aligned to the Discover, Explore and Extend pathways and recognises both academic and personal development.

11 Monitoring and Review

11.1 The RE curriculum is reviewed annually.

11.2 Evaluation draws upon:

11.2.1 pupil voice;

11.2.2 staff feedback;

11.2.3 assessment information;

11.2.4 EHCP outcomes;

11.2.5 curriculum reviews;

11.2.6 learning walks and quality assurance activities.

11.3 This ensures that the curriculum remains relevant, ambitious and accessible.

12 Linked Policies

12.1 This policy should be read alongside:

12.1.1 Curriculum Policy

12.1.2 PSHE & RSHE Policy

12.1.3 Equality, Diversity and Inclusion Policy

12.1.4 Child Protection and Safeguarding Policy

12.1.5 Behaviour and Discipline Policy

12.1.6 SEND Policy

13 Version control

Date of adoption of this policy	November 2026
Date of last review of this policy	November 2026
Date for next review of this policy	November 2027
Policy owner (School)	Head