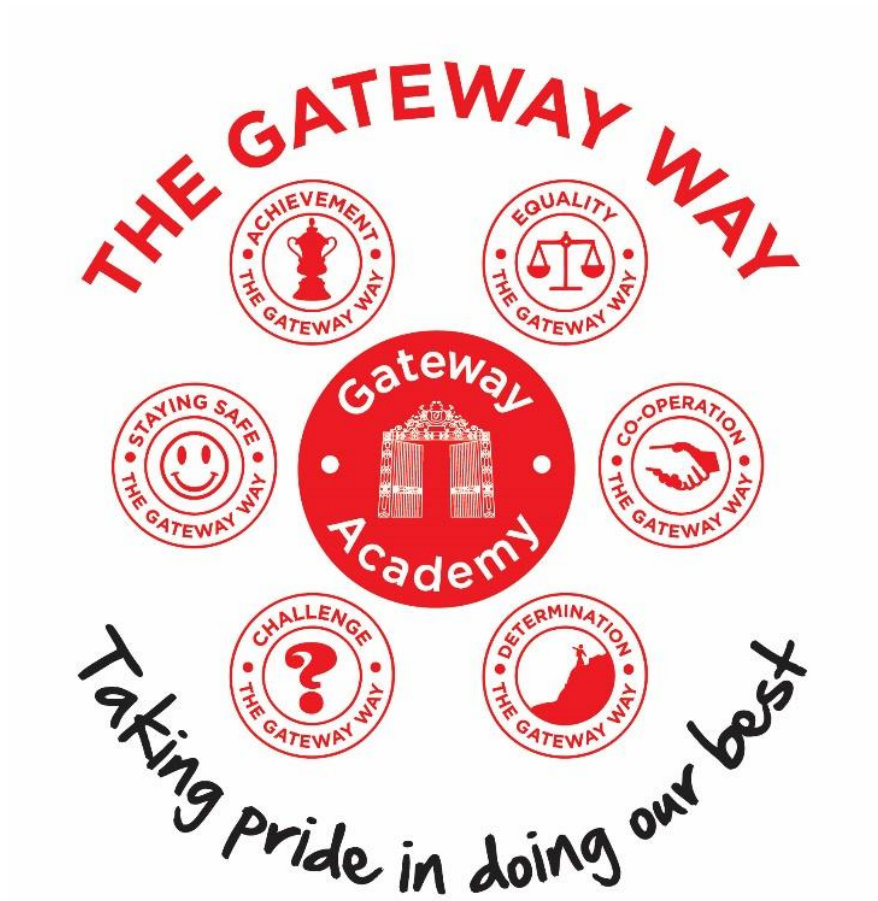




# Gateway Academy



## RE Policy

Approved by: Claire Cleary and Lisa Breslin

Last reviewed on: September 2026

Next review due by: September 2027

## **INTRODUCTION**

The aim of this policy is to provide a clear summary of the role and provision of Religious Education (RE) at Gateway Academy for pupils, staff, parents and governors.

Gateway Academy is a non-denominational primary academy. The Academy follows the **Westminster Living Difference IV Agreed Syllabus for Religious Education**, adopted from September 2024.

RE is an important part of the Academy's curriculum. It enables pupils to develop knowledge and understanding of religious and non-religious traditions and worldviews, to ask and explore important questions, to consider different perspectives and to develop their ability to discern and articulate their own responses.

## **LEGAL AND STATUTORY REQUIREMENTS**

RE is part of the basic curriculum and must be provided for pupils in state-funded schools, including academies.

As an academy, Gateway Academy's requirements to provide RE arise through its Funding Agreement and the relevant statutory requirements for RE. The Academy has chosen to follow the Westminster Living Difference IV Agreed Syllabus as the framework for its RE curriculum.

The legal requirements for RE include the requirement that provision reflects the fact that the religious traditions of Great Britain are, in the main, Christian, while taking account of the teaching and practices of other principal religions represented in Great Britain.

Gateway Academy's RE curriculum is educational rather than devotional. It provides pupils with opportunities to learn about and from religious and non-religious traditions and worldviews without promoting or requiring adherence to a particular belief.

RE is provided for all registered pupils from Reception onwards, except where a parent exercises their legal right to withdraw their child from RE.

Collective worship is separate from RE and is not counted as curriculum time allocated to RE.

## **AIMS OF RELIGIOUS EDUCATION**

Living Difference IV seeks to introduce children and young people to what a religious way of looking at, and existing in, the world may offer in leading one's life, individually and collectively.

At Gateway Academy, RE aims to enable pupils to:

- develop knowledge and understanding of a range of religious and non-religious traditions and world views
- understand how beliefs, practices, values and ways of living are expressed by individuals and communities
- recognise diversity and variation within and between religious traditions and world views
- develop religious and worldview literacy and use appropriate vocabulary accurately
- explore important concepts and questions through enquiry and dialogue
- develop their ability to ask thoughtful questions and listen to the perspectives of others
- think critically and reflectively about what they learn
- develop the ability to discern possible value and significance
- recognise that people within the same religious or non-religious tradition may hold different views and express their beliefs and values in different ways
- reflect on their own experiences, ideas and values without being expected to adopt a particular religious or non-religious position
- develop an understanding of the complex religious and cultural diversity of the society in which they live

RE contributes to pupils' preparation for life in a diverse society by promoting informed understanding, respectful dialogue and thoughtful consideration of different perspectives.

## **CURRICULUM PRINCIPLES**

The Gateway RE curriculum follows the principles and approach of Living Difference IV.

The curriculum is:

- knowledge-rich, ensuring pupils develop secure knowledge of the traditions and worldviews they encounter
- concept-led, using carefully selected concepts and vocabulary as a basis for enquiry;
- progressive, building knowledge, understanding, vocabulary and the ability to discern over time;
- inclusive, ensuring RE is accessible to all pupils;
- enquiry-based, with each unit built around an overarching enquiry question;
- dialogic, providing opportunities for pupils to listen, question, discuss and respond to different perspectives
- reflective, giving pupils appropriate opportunities to consider their own responses and the possible significance of what they have learned

The curriculum recognises that religious traditions are internally diverse and that individuals may interpret and live out their traditions in different ways.

## **TIME ALLOCATION**

Gateway Academy follows the recommended minimum curriculum time allocations in the Westminster Living Difference IV Agreed Syllabus:

- Reception: approximately 36 hours per year
- Key Stage 1: 36 hours per year
- Key Stage 2: 45 hours per year

The Academy organises this provision through its RE curriculum map and planned units of work.

Collective worship is separate from RE and is not included within these allocations.

RE is not a statutory requirement for Nursery, although appropriate religious, cultural and worldview experiences may form part of the wider EYFS curriculum.

## **ORGANISATION AND CURRICULUM STRUCTURE**

Gateway Academy has developed its RE curriculum using Living Difference IV as its agreed syllabus framework.

Pupils study a carefully sequenced programme of units which develops knowledge, vocabulary, concepts and enquiry skills progressively from Reception to Year 6.

Each unit has an overarching enquiry question and provides opportunities for pupils to encounter and explore concepts through the Living Difference IV cycle of enquiry:

- Communicate
- Apply
- Inquire
- Contextualise
- Evaluate

The five stages are interconnected and may take place over several lessons.

The curriculum is planned so that pupils revisit important concepts and vocabulary over time, enabling them to deepen and broaden their understanding rather than simply encounter topics once.

## **THE LIVING DIFFERENCE IV CYCLE OF ENQUIRY**

### **Communicate**

Pupils are introduced to the concept or word being explored and have opportunities to communicate their own experiences and responses.

At the earliest stages this may include discussion, drawing, role play, practical activity or other creative responses. As pupils progress, they increasingly explain and articulate their responses.

### **Apply**

Pupils consider how their own experiences and responses relate to the experiences of other people.

Teachers support pupils to recognise similarities and differences and to consider how concepts may be experienced in different contexts.

### **Inquire**

Pupils explore the meaning and significance of the concept or word. They ask questions, develop vocabulary, consider evidence and think carefully about the ideas being studied.

### **Contextualise**

Pupils learn how the concept or word is understood and expressed within the religious or non-religious tradition or worldview being studied.

Teaching includes appropriate use of texts, artefacts, images, practices, case studies, visitors and visits where these enhance pupils' understanding.

### **Evaluate**

Pupils consider the possible value and significance of the concept or word for people within the tradition or worldview studied and, where appropriate, for themselves and their communities.

This stage develops pupils' ability to discern rather than simply state an opinion.

## **CONCEPTS AND VOCABULARY**

Living Difference IV uses three groups of concepts:

### **Group A**

Concepts shared within and outside religion, for example:

- celebration
- belonging
- special
- community

## **Group B**

Concepts shared across religious traditions, for example:

- ritual
- holy
- identity

## **Group C**

Concepts distinctive to particular religious traditions, for example:

- enlightenment
- wisdom
- samsara

Pupils encounter concepts at an age-appropriate level and revisit selected concepts as their understanding develops.

The curriculum also incorporates the Living Difference IV Golden Thread concepts of Community, Belonging, Special and Love, providing continuity and opportunities for pupils to revisit and deepen their understanding across the primary phase.

## **RELIGIOUS AND NON-RELIGIOUS TRADITIONS AND WORLDVIEWS**

Across the primary phase, pupils encounter Christianity and a range of other religious and non-religious traditions and worldviews.

The curriculum includes opportunities to study:

- Christianity
- Judaism
- Islam
- Hinduism
- Sikhism
- Buddhism
- Humanism

Christianity is given appropriate prominence, reflecting the requirement that the curriculum recognises the predominantly Christian character of Britain's religious traditions.

Pupils learn that there is diversity both within and between religious and non-religious traditions. Where appropriate, pupils encounter differences in beliefs, practices, interpretations and lived experience.

The Academy's curriculum is responsive to its diverse local context and may include other traditions and worldviews where these are relevant and enhance pupils' understanding.

## **VISITS, VISITORS AND FIRST-HAND EXPERIENCES**

RE is enhanced through appropriate first-hand experiences.

These may include:

- visits to places of worship
- visitors from religious and non-religious traditions and worldviews
- handling and examining artefacts
- use of authentic texts and other sources
- virtual visits and appropriate digital resources

All visits and visitors are planned and risk assessed in accordance with Academy procedures.

Where visitors are used, their role is to support pupils' understanding and provide an authentic perspective rather than to promote or persuade pupils to adopt a particular belief.

## **TEACHING AND LEARNING**

Teachers use a range of appropriate strategies to support pupils' learning in RE, including:

- teacher explanation and modelling
- discussion and structured dialogue
- questioning
- use of authentic sources
- artefacts and visual materials
- practical and experiential activities
- drama and role play
- writing and creative responses
- comparison and classification
- retrieval and revisiting of important knowledge and vocabulary
- opportunities to explain and justify thinking

Teachers ensure that pupils are taught accurate subject knowledge and are supported to distinguish between:

- what a religious or non-religious tradition teaches or practises;
- how different people within that tradition may understand or live it;
- pupils' own responses and interpretations.

## **INCLUSION AND SEND**

RE is an entitlement for all pupils.

Teaching is adapted appropriately to meet pupils' individual needs, including pupils with special educational needs and/or disabilities.

Adaptations may include:

- accessible language and vocabulary
- visual and practical resources
- modelling and scaffolding
- pre-teaching and revisiting key vocabulary
- structured discussion
- alternative ways of recording learning
- additional processing time
- opportunities for oral, practical and experiential responses

Adaptation will maintain the ambition and integrity of the RE curriculum. Pupils with SEND should continue to encounter appropriate religious and non-religious knowledge, concepts and vocabulary.

## **EQUALITY, DIVERSITY AND RESPECT**

Gateway Academy is committed to ensuring that RE promotes understanding and respect for religious and non-religious diversity.

Teaching will:

- represent traditions accurately and respectfully
- avoid stereotyping
- recognise diversity within traditions
- provide balanced opportunities to encounter different perspectives
- ensure that no pupil is expected to disclose or defend their own beliefs
- ensure that pupils can express questions and views respectfully
- challenge prejudice and misconceptions when they arise

RE contributes to pupils' understanding of the diverse society in which they live and supports respectful dialogue between people with different beliefs and worldviews.

## **ASSESSMENT**

Assessment in RE is closely aligned with the Gateway Academy Religious Education End of Year Expectations, which are derived from the progression and enquiry structure of Living Difference IV.

Assessment is not based solely on factual recall. Teachers assess pupils' developing knowledge, understanding, use of vocabulary, ability to make connections, responses to enquiry and increasing ability to discern.

Teachers gather evidence through:

- observation
- questioning and classroom dialogue
- pupils' oral responses

- written work
- creative and practical work
- application of subject-specific vocabulary
- responses to enquiry questions
- end-of-unit activities or quizzes where appropriate
- pupils' ability to explain, apply and discern in line with their year-group expectations

End-of-unit quizzes may be used to check substantive knowledge, but they form only one part of the assessment evidence.

## PROGRESSION THROUGH THE LIVING DIFFERENCE IV CYCLE

Assessment expectations become progressively more demanding across the primary phase.

| Year          | Communicate                                                                              | Apply                                                                                                         | Inquire / Contextualise                                                                           | Evaluate                                                                                                                                                               |
|---------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 1</b> | Express creatively their response to their own experiences of concepts/words introduced. | Recognise how their responses relate to events in their own lives.                                            | Recognise what has been taught about a concept/word and how it is used in the tradition studied.  | In simple terms, recognise something of the value of concepts/words in the lives of those living in the traditions studied and in their own lives and communities.     |
| <b>Year 2</b> | Express creatively their response to their own experiences.                              | Recognise how their responses relate to events in their own and sometimes other people's lives.               | Simply describe what has been taught about how the concept/word is used in the tradition studied. | In simple terms, discern something of the value of concepts/words in the lives of those living in the traditions studied and in their own lives and communities.       |
| <b>Year 3</b> | Express creatively and begin to describe their response to their own experiences.        | Recognise and simply describe how responses relate to events in their own and sometimes other people's lives. | Describe meanings of concepts/words and the ways they are shown in the tradition encountered.     | In simple terms, discern and describe the value of concepts/words in the lives of those living with the traditions encountered and in their own lives and communities. |

|               |                                                                                  |                                                                                                        |                                                                                                                                                                           |                                                                                                                                          |
|---------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Year 4</b> | Express creatively and describe their response to their own experiences.         | Recognise and describe how responses relate to events in their own and sometimes other people's lives. | Accurately describe meanings of concepts/words and some variations in how they are shown in the lives of people encountered and studied.                                  | Discern and describe their value, recognise some issues this might raise and discern possible value for their own lives and communities. |
| <b>Year 5</b> | Respond creatively and begin to explain their response to their own experiences. | Describe and begin to explain how responses relate to events in their own and other people's lives.    | Accurately describe and begin to explain meanings of concepts/words and some ways they are shown in traditions studied; begin to consider their impact on people's lives. | Discern and describe value, recognise some issues this might raise and discern possible value for their own lives and communities.       |
| <b>Year 6</b> | Respond creatively and begin to explain their response to their own experiences. | Explain some examples of how responses relate to events in their own and other people's lives.         | Accurately explain meanings of concepts/words in traditions encountered and studied and explain how these concepts/words impact the lives of those within the traditions. | Discern and describe value, recognise some issues this might raise and discern possible value for their own lives and communities.       |

These expectations are used to support teachers in identifying pupils' progress over time. They are not intended to turn RE into a series of isolated assessment tasks.

## RECORDING AND REPORTING

Teachers maintain appropriate evidence of pupils' learning through normal classroom practice.

Assessment information is used to:

- identify pupils who need additional support
- inform future teaching
- identify gaps or misconceptions
- monitor progression across the year
- contribute to end-of-year teacher assessment

The units taught across the year are considered together when teachers make an end-of-year assessment against the relevant Gateway RE End of Year Expectations.

Parents receive information about pupils' progress in RE through the Academy's normal reporting arrangements.

## **RESOURCES**

The Academy maintains a range of resources to support the teaching of RE, including:

- religious and cultural artefacts
- authentic and age-appropriate texts
- photographs and images
- books
- videos and digital resources
- maps and other contextual materials

Resources are selected carefully to ensure that they are accurate, respectful, age-appropriate and representative of the diversity within religious and non-religious traditions.

## **CROSS-CURRICULAR LINKS**

RE contributes to and makes appropriate links with other areas of the curriculum, including:

- English
- History
- Geography
- Art and Design
- Drama
- Design and Technology
- PSHE and citizenship

Cross-curricular links are used where they enhance pupils' understanding. RE retains its own distinctive subject knowledge, concepts and disciplinary purpose.

## **WITHDRAWAL FROM RE**

Parents have a legal right to request that their child is withdrawn from RE.

Any parent wishing to withdraw their child should discuss the request with the Headteacher.

The Academy will ensure that withdrawal requests are handled appropriately and consistently with the relevant statutory requirements.

The Academy will not seek to pressure parents either to withdraw their child or to prevent them from exercising their legal right.

## **MONITORING AND EVALUATION**

The RE subject leader is responsible for monitoring the implementation and impact of the RE curriculum.

Monitoring may include:

- reviewing curriculum planning
- sampling pupils' work
- talking to pupils
- observing teaching
- reviewing assessment information
- monitoring progression against the Gateway End of Year Expectations
- checking curriculum coverage
- supporting staff subject knowledge
- reviewing the representation of religious and non-religious traditions
- ensuring continued alignment with Living Difference IV

The Headteacher and governors receive appropriate information about the quality and development of RE.

The Academy will review its RE curriculum following any substantive revision to the Westminster Agreed Syllabus.

## **REVIEW OF THIS POLICY**

This policy will normally be reviewed every three years, or earlier where there is:

- a change to statutory requirements
- a change to the Academy's Funding Agreement
- a revision to the Westminster Agreed Syllabus
- significant changes to the Academy's RE curriculum
- relevant national guidance or inspection findings requiring consideration

The Academy's curriculum documentation, including the RE curriculum map and End of Year Expectations, will be reviewed alongside this policy to ensure that the written policy accurately reflects the RE curriculum being delivered.

## **RELATED DOCUMENTS**

This policy should be read alongside:

- Westminster Living Difference IV Agreed Syllabus for Religious Education, June 2024
- Gateway Academy Religious Education Curriculum Map
- Gateway Academy Religious Education End of Year Expectations
- Gateway Academy Curriculum Policy

- Gateway Academy Equality Policy
- Gateway Academy SEND Policy