

SUBJECT ON A PAGE: R.E

Through Religious Education at Hollywell, we seek to inspire children to be curious and open minded when expressing their views and learning about different religions. Through following the Agreed Syllabus for RE in Nottingham City and Nottinghamshire 2026-2031, our pupils will know about and understand a range of religions and world views which will allow them to recognise the diversity which exists in our city, county and wider society.



Intent – We aim to...

... enable children to hold balanced and informed conversations about religions and worldviews, considering our British values, including tolerance and respect for people who hold different faiths and worldviews.

... provide opportunities for pupils to find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.

... provoke challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

... offer distinctive opportunities to promote pupils' spiritual, cultural, social and moral development, including visits to different places of worship and meeting with visitors to school of different faiths and worldviews.

Implementation – How do we achieve our aims?

RE at Hollywell is interesting, creative and provokes challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Through the teaching of RE, we will equip children with knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identity. RE at Hollywell is mostly taught as a discrete subject, with some units linking to the wider curriculum. The units are clearly sequenced and follow a progressive programme of study based on the Agreed Syllabus for RE in Nottingham City and Nottinghamshire 2026-2031, building upon the knowledge and skills that have developed throughout the previous years.

Planning and Teaching

The curriculum for religious education aims to ensure that all pupils make progress in RE's three key areas:

1. Substantive knowledge: pupils will know about and understand a range of religions and worldviews, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning

2. Personal knowledge: pupils will express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value
- Appreciate and appraise varied dimensions of religion

3. Ways of knowing: pupils will gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively and learning to use methods of religious study
- Enquire into what enables different communities to live together respectfully for the wellbeing of all and learning to use methods of religious study
- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives and learning to use methods of religious study

EYFS FS2

Learning in the EYFS is play based with targeted activities delivered through focus groups. The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The teaching of Religious Education will sit within the area of learning known as 'Understanding the World'.

Children in EYFS encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories, poems and songs. The children are introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression in religions and worldviews. They are encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live, including the practice of religion in festivals, using symbol and ritual and developing ideas about what is sacred – special in a religious sense.

KS1 and KS2

The RE curriculum is engaging and interactive, using story, music, drama, activity, teamwork, thinking structures and language work to enable deepening engagement from every child.

The focus of Religious Education for KS1 enables children to develop their knowledge and understanding of religions and worldviews. They find out about simple examples of religion that are drawn from local, national and global contexts. They are taught to use basic subject specific vocabulary when describing different aspects of religion and are encouraged to raise questions and to begin to express their own views in response to both what they have learned, and in response to questions about their ideas.

The focus of Religious Education for KS2 enables pupils to extend their knowledge and understanding of religion and worldviews recognising their local, national and global contexts. They are introduced to an extended range of sources and subject specific vocabulary. They are encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Children learn to express their own ideas thoughtfully and creatively in response to the content they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Cultural Capital

In accordance with the HPS Cultural Capital Plan, the children have opportunities to visit places of worship such as churches, synagogues, mosques and temples, locally and in Nottingham and Derby. We also have regular visits from Reverend Barbara who delivers whole school assemblies.

Inclusive Curriculum

We encourage all learners to do their best. Our RE curriculum is designed and adapted with appropriate aids where required, so that it is accessible to all, including children with SEND, and those learning English as an additional language (EAL).

Assessment

Children's knowledge and understanding of religious concepts is assessed continuously through questioning, discussion and observation, and in written form. Formative assessment also takes place during retrieval activities at the beginning of each lesson. Teachers use assessment to advance pupils' learning by adapting the pace, challenge and content of activities but also by providing time for children to reflect on and assess their own work. Summative assessment takes place at the end of each unit of learning with the children completing POP (Proof of Progress) tasks to demonstrate their understanding of the knowledge and skills set out in that unit.

Impact - How will we know we achieved our aims?

In line with our Inspiration Outcomes, our children will...

...be able to speak confidently about their engagement with and appraisal of religious and spiritual aspects of culture.

...be able to articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

...be imaginative and confident learners who are willing and open to learning about new things, people, values and cultures. They are equipped to navigate a society in which different cultures and religions are present.

...be successful learners. They are able to relate to others who are different, with interest, respect and tolerance.

Outcomes for RE are at least in line or above age-related expectation.