NIGHTINGALE COMMUNITY ACADEMY RELIGIOUS EDUCATION (RE) POLICY

Written by:	Layla El Jabali
Date of last review:	January 2026
Date of next review:	January 2027

1. Purpose

This policy outlines Nightingale Community Academy's approach to the teaching and learning of Religious Education (RE). It reflects the academy's commitment to promoting understanding, respect, and awareness of diverse religions, beliefs, and worldviews within our community.

2. Aims and Objectives

Religious Education at Nightingale Community Academy aims to:

- Promote respect, tolerance, and understanding of different religions and worldviews.
- Encourage pupils to develop critical thinking, enquiry, and reflective skills.
- Support students in understanding how beliefs and values influence individuals, communities, and societies.
- Enable pupils to explore questions of meaning, purpose, and identity in line with their age and stage of development.
- Contribute to students' spiritual, moral, social, and cultural (SMSC) development.
- These aims are aligned with Department for Education (DfE) guidance and the agreed syllabus for Religious Education.

3. Scope and Curriculum Placement

Religious Education is taught across the academy as part of the curriculum for students in: - Key Stage 1 (KS1) - Key Stage 2 (KS2) - Key Stage 3 (KS3) - Key Stage 4 (KS4) - Key Stage 5 (KS5)

At secondary phases (KS3–KS5), RE is delivered as part of the Personal, Social, Health and Economic (PSHE) curriculum. At each secondary key stage, all major religions and worldviews are revisited half-termly to support breadth, comparison, and continuity.

At primary phases (KS1–KS2), RE is taught through discrete, timetabled lessons each week, with cross-curricular links made where appropriate.

RE lessons take place weekly at KS1 and KS2. At KS3, KS4, and KS5, RE lessons take place once per half-term. Content is planned progressively to ensure continuity and development across all key stages.

4. 4. Curriculum Content

The RE curriculum provides students with opportunities to learn about a range of religions and worldviews, including:

- Christianity
- Islam
- Judaism
- Hinduism
- Sikhism
- Scientific Rationalism or Secularism

Each unit of study explores three key aspects:

- **Beliefs:** Core principles and teachings of the religion or worldview.
- **What is Sacred:** Significant texts, places, symbols, or objects.
- **Practices:** Common rituals, customs, or traditions.

5. Teaching and Learning Approach

RE lessons are delivered in an inclusive, balanced, and age-appropriate manner, in line with DfE guidance. Teaching approaches aim to:

- Present religions and worldviews accurately and sensitively.
- Encourage enquiry, discussion, and respectful dialogue.
- Develop pupils' ability to compare, reflect, and evaluate beliefs and practices.
- Ensure that teaching does not seek to convert pupils or promote a particular belief.
- Acknowledge and value diversity of belief and non-belief.

Lessons are adapted appropriately for each key stage, ensuring progression in knowledge, understanding, and skills.

6. Inclusion and Equal Opportunities

All students are entitled to access RE lessons regardless of background, belief, or faith. Teaching materials and approaches are designed to be inclusive and sensitive to the needs of all learners. Reasonable adjustments are made to ensure all pupils can engage meaningfully with RE.

Safeguarding and KCSIE Compliance

Religious Education at Nightingale Community Academy is delivered in line with the statutory guidance Keeping Children Safe in Education (KCSIE).

Teachers ensure that:

- RE content is taught in an age-appropriate, balanced, and sensitive manner.
- Classroom discussions are carefully managed to ensure pupils feel safe, respected, and able to express views without fear of judgement.
- Teaching does not promote extremist views or seek to influence pupils' personal beliefs.
- Any use of digital or online resources aligns with the academy's online safety, filtering, and monitoring procedures.
- Staff are alert to the possibility that discussions in RE lessons may prompt safeguarding concerns or disclosures. In such cases, concerns are reported immediately in line with the academy's Child Protection and Safeguarding Policy and passed to the Designated Safeguarding Lead (DSL).
- RE contributes positively to safeguarding by promoting mutual respect, tolerance, and understanding, supporting pupils to navigate difference safely and responsibly. Reasonable adjustments are made to ensure all pupils can engage meaningfully with RE.

7. Expected Outcomes

By the End of Key Stage 1 (KS1), pupils will be able to:

- Recognise and recall simple stories, beliefs, and practices from Christianity and at least one other religion.
- Identify key religious symbols, places of worship, and festivals.
- Talk about what is important to them and others, showing awareness that people have different beliefs.
- Ask and respond to simple questions about belief, belonging, and meaning.

By the End of Key Stage 2 (KS2), pupils will be able to:

- Describe and compare key beliefs, practices, and values from a range of religions and worldviews.
- Explain the significance of sacred texts, symbols, places, and festivals.
- Make links between religious beliefs and how they influence behaviour and community life.
- Express thoughtful responses to questions about identity, morality, and belief, showing respect for different viewpoints.

By the End of Key Stage 3 (KS3), pupils will be able to:

- Explain key beliefs, teachings, and practices from a range of major religions and worldviews.
- Compare similarities and differences between religions and worldviews using appropriate subject vocabulary.
- Analyse how religious beliefs influence individuals, communities, and societies, including in contemporary contexts.
- Ask informed questions and express reasoned viewpoints while respecting the views of others.

By the End of Key Stage 4 (KS4), pupils will be able to:

- Demonstrate secure knowledge of beliefs, practices, and ethical teachings across a range of religions and worldviews.
- Evaluate religious and non-religious responses to moral, social, and philosophical questions.
- Analyse the role of religion and belief in shaping identity, values, and attitudes in modern society.
- Construct coherent arguments, supported by evidence, while engaging respectfully with alternative viewpoints.

By the End of Key Stage 5 (KS5), students will be able to:

- Critically analyse religious and non-religious worldviews using philosophical and ethical frameworks.
- Evaluate complex questions relating to belief, meaning, morality, and existence.
- Synthesise ideas from a range of traditions to form well-reasoned, independent viewpoints.
- Demonstrate advanced critical thinking, reflection, and discussion skills, preparing them for further education, employment, and active citizenship.

8. Parental Right of Withdrawal

Parents and carers have the legal right to withdraw their child from Religious Education lessons. Should a parent or carer wish to consider withdrawal, they are asked to contact the school to discuss this decision.

For further information, please contact:
Layla El-Jabali
Email: lel-jabali@nightingaleca.org

9. Alignment with DfE Guidance

This policy is informed by and aligned with current Department for Education (DfE) guidance, including:

- The requirement that Religious Education is provided for all registered pupils, except those withdrawn by their parents.
- The principle that RE should be inclusive, non-confessional, and educational rather than devotional.
- Expectations that RE contributes to pupils' SMSC development and promotes mutual respect and tolerance.

10. Long-Term Plan (LTP) for Religious Education

KS1 and KS2 Thematic Curriculum Model (Weekly Lessons)

In the primary phase, Religious Education is delivered through a thematic model, where pupils study the same core concept across a range of religions and worldviews. This approach enables meaningful comparison, depth of understanding, and clear progression, in line with DfE guidance and Ofsted expectations.

Across the academic year, KS1 and KS2 pupils explore three core themes:

- **Celebrations** (Autumn Term)
- **Beliefs** (Spring Term)
- **Practices** (Summer Term)

Each theme is taught weekly and revisited annually with increasing depth and complexity as pupils progress through the key stages.

Key Stage 1 (KS1) - Weekly Thematic Coverage		
Term	**Theme**	**Focus Across Religions**
Autumn	Celebrations	Festivals and special times across Christianity, Islam, Judaism, Hinduism, Sikhism, and Buddhism.
Spring	Beliefs	Stories and simple beliefs about God, kindness, and right and wrong.
Summer	Practices	How people pray, worship, and show kindness in daily life.

Key Stage 2 (KS2) - Weekly Thematic Coverage		
Term	**Theme**	**Focus Across Religions**
Autumn	Celebrations	Meaning, symbolism, and shared features of religious festivals
Spring	Beliefs	Core beliefs, sacred texts, values, and moral teachings
Summer	Practices	Worship, prayer, ethical living, and faith in action

This thematic approach supports pupils to:

- Make connections between religions and worldviews.
- Identify similarities and differences across beliefs and practices.
- Develop progressively deeper understanding year on year.

Nightingale Community Academy

Orchard Hill College & Academy Trust

Whole-School Coverage Overview

Across all key stages, each unit explores:

- **Beliefs:** Core principles of the religion or worldview.
- **What is Sacred:** Important texts, places, or symbols.
- **Practices:** Rituals, customs, and traditions.

Key Stage 2 (KS2) - Weekly Thematic Coverage				
Key Stage	**Frequency**	**Coverage Model**	**Religions / Worldviews Covered**	**Key Focus and Content**
KS1	Weekly	Thematic (by concept)	Christianity, Islam, Judaism, Hinduism, Sikhism, Buddhism	Stories, celebrations, symbols, places of worship, simple beliefs about God, kindness, and belonging
KS2	Weekly	Thematic (by concept)	Christianity, Islam, Judaism, Hinduism, Sikhism, Buddhism	Core beliefs, sacred texts, festivals, worship, values, community life, and moral teachings
KS3	Once per half-term	Cyclical (all religions revisited)	All major religions and worldviews	Core beliefs, sacred texts, practices, identity, and contemporary issues
KS4	Once per half-term	Cyclical (all religions revisited)	All major religions and worldviews	Beliefs, ethics, moral questions, practices, and personal/world identity
KS5	Once per half-term	Cyclical and comparative	All major religions and worldviews (including Secularism)	Philosophy, ethics, belief and non-belief, critical thinking, and evaluation of worldviews
KS1	Weekly	Thematic (by concept)	Christianity, Islam, Judaism, Hinduism, Sikhism, Buddhism	Stories, celebrations, symbols, places of worship, simple beliefs about God, kindness, and belonging

11. Policy Review

This policy will be reviewed regularly to ensure it remains compliant with statutory requirements, reflects DfE guidance, and meets the needs of the Nightingale Community Academy community.