

Ballifield Primary's RE Curriculum



Context

- The context of RE at Ballifield Primary School is that of large urban primary school, serving children in the age range 4-11 years.
- The make-up of religious beliefs and backgrounds* at Ballifield consist of:

	%
No religion	56
Christian or denomination of Christianity	26
Muslim	18

(*data accurate as of July 2025)

- As of September 2024, we teach according to "**The Sheffield Agreed Syllabus for RE 2024-2029**".
- We recognise the variety of non-religious and religious backgrounds from which our pupils come. We welcome diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of religious members of our local community to support our teaching of RE.
- We recognize the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which our RE curriculum plays in these areas.
- We recognise the importance at Ballifield Primary School to develop, through our curriculum, pupils' appreciation of culture and religion (Ballifield Ofsted Inspection Report, March 2022).

OUR INTENT FOR THE TEACHING OF RE AT BALLIFIELD PRIMARY SCHOOL

Purpose

- The Sheffield Agreed Syllabus 2024-29 asserts the importance and value of RE for all pupils especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, to develop into considerate members of an open, articulate and understanding society.
- The following purpose statements underpin the syllabus followed by Ballifield Primary School:
 - RE contributes dynamically to children and young people's education in schools by provoking 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.
 - In RE, pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to questions.
 - Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
 - Teaching therefore equips pupils with the knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
 - RE develops pupils' aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
 - Pupils gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Principle Aim

- The principal aim of religious education (RE) is to explore what people believe and what difference this makes to how they live, so that **all** pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.
- We want our pupils to know more about religion and belief, remember more and to do more with the knowledge they acquire in RE in order to achieve and thrive in later life.

1. Make sense of a range of religious and non-religious beliefs, so that they can:

- identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
- explain how and why these beliefs are understood in different ways, by individuals and within communities
- recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. Understand the impact and significance of religious and non-religious beliefs, so that they can:

- examine and explain how and why people express their beliefs in diverse ways
- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

OUR IMPLEMENTATION OF THE TEACHING OF RE AT BALLIFIELD PRIMARY SCHOOL

Legal Requirements (according to legislation in England):

RE is for all pupils:

- Every pupil has an entitlement to religious education (RE).
- RE is a necessary part of a 'broad and balanced curriculum' and must be provided for all registered pupils in state-funded schools in England, *unless withdrawn by their parents*.
- This requirement does not apply for children below compulsory school age.

RE is determined locally in Sheffield, not nationally:

- A locally agreed syllabus is a statutory syllabus for RE recommended by an Agreed Syllabus Conference adopted by Learn Sheffield.
- Local authority-maintained schools without a religious character must follow the locally

agreed syllabus, as Ballifield Primary School does.

Right of withdrawal:

- This was first granted when RE was actually religious *instruction* and carried with its connotations of induction into the Christian faith.
- RE is very different now – open, broad, exploring a range of religious and non-religious **worldviews**.
- However, parents have the right to withdraw their children from RE lessons at Ballifield or any part of the RE curriculum and that we have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Parents should discuss with the RE Lead and/or Head teacher, should they decide to withdraw their child from RE. After a discussion, if parents still wish to withdraw, they should notify the Head teacher in writing.
- Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made **by** the parents; Ballifield Primary School is not expected to make these arrangements.

Time allocation for RE

In order to deliver the aims and expected standards of the syllabus effectively, Ballifield Primary school will ensure that there is **a minimum allocation of five per cent of curriculum time for RE**. This is set out in the table below, and based on the most recent national guidance.

The time allocated for teaching RE at Ballifield Primary School is:

Age range	Time allocated to RE teaching
4 - 5-year olds	36 hours of RE per year
5 - 7-year olds	36 hours of RE per year
7 - 11-year olds	45 hours of RE per year

Important notes:

- **RE is legally required for all pupils.** RE conveys and accords equal respect to different religions and non-religious worldviews (e.g. humanism) is a core subject and an entitlement for all pupils throughout their schooling, from Reception year up to and including Key Stage 5.
- **RE is different from assembly/collective worship.** Curriculum time for RE is distinct from the time spent on collective worship or school assembly, even though making links between the collective worship and the purposes and themes of RE is good practice.
- **RE is taught in clearly identifiable time.** The times given above are explicit for the clearly identifiable teaching of religious education at Ballifield Primary School.
- **Coherence and progression.** Ballifield Primary School's curriculum ensures that sufficient time is given to RE so that pupils can meet the expectations set out in the agreed syllabus to provide coherence and progression in RE learning.

Which religions will be taught?

This agreed syllabus requires that all pupils develop understanding of **Christianity** in each key stage. In addition, pupils will develop understanding of the **principal religions represented in the UK**, in line with the law. Furthermore, children from families where non-religious worldviews are held are represented in ALL of our classrooms. These worldviews, including **Humanism**, will also be the focus for study in thematic units.

Age range	Religions encountered*
4 - 5-year olds	Children will encounter Christianity and other faiths , as part of their growing sense of self, their own community and their place within it.
5 - 7-year olds	Christians, Jews and Muslims.
7 - 11-year olds	Christians, Muslims, Hindus and Jews.

****Depth rather than breadth:** Learning from three or four religions across a key stage is demanding- the syllabus does not recommend tackling six religions in a key stage. Depth is more important than overstretched breadth.*

Teaching and Learning

- RE is given 5% dedicated curriculum time for all year groups. This allows for meaningful coverage of a unit of work and takes into consideration pupil age and stage of development.
- RE is taught as a discrete subject thus allowing specific RE knowledge, skills and understanding to be developed.
- The curriculum is designed to extend all pupils' language and vocabulary, both spoken and written, enabling pupils to articulate their beliefs, values and understanding of religious and non-religious worldviews with increasing clarity.
- Staff ensure that they are confident in the religious content that they are teaching in advance of lessons. They seek guidance from the Subject Leader, SACRE or NATRE if necessary.
- A range of teaching strategies in RE are encouraged to deliver the RE curriculum including looking/handling religious objects (where appropriate), reading religious texts and stories, quizzes, looking at religious imagery, visiting religious places of worship and talking to religious leaders.
- To further develop children's understanding and appreciation of religion and culture, whole school acknowledgement of global religious festivals is led by the RE lead, sending resources to teachers in advance of each of the main festivals or celebrations and leading assemblies. These include a wide breadth of religions and cultures.

Planning

- Long term plans set out the clear sequencing and coherence of the RE curriculum across each year group for the academic year. This aligns with the Sheffield Agreed Syllabus 2024-29.
- Class teachers ensure that the curriculum is effectively delivered and that knowledge in RE is built upon and revisited frequently to ensure that children know more, remember more and are able to do more.
- Teachers identify opportunities for both facilitating and extending learning, such as educational visits and visitors, learning outside of the classroom, making explicit the links to SMSC and British Values.
- Medium term plans set out a coherent and well-sequenced series of lessons for each unit of work. These directly reference the key learning outcomes so that teachers are clear

on exactly what to teach children. Key questions are used for each unit of work where the question opens up the content to be studied.

RE Resources

- Resources are stored in the Tardis, in boxes on the shelves labelled with each religion. Items of religious significance are stored sensitively.
- Texts are also stored in the same place and sensitively, where appropriate.
- Teachers make good use of resources in order to ensure that RE lessons are taught effectively.
- Teachers model how to handle religious artefacts respectfully and sensitively and encourage pupils to follow their example.
- Electronic resources are also used to support lessons, such as videos from reputable sites.

Visits and Visitors

Ballifield Primary School understands the importance of visits and visitors to our pupils' experience of RE. We aim to arrange visits/visitors in each key stage. During their time at our school, pupils will have the opportunity to visit:

Year group	Visit	Visitors – whole school
FS2	St Mary's Church	St Mary's Church Open the Book team (Creation Story, Christmas Story, Easter Story)
Year 1	Sheffield Jewish Centre	
Year 2	St Mary's Church Madina Masjid	
Year 3	Darnall Masjid	
Year 4	Hindu Samaj Sheffield	Madina Masjid Education outreach team (Ramadan & Eid)
Year 5	Sheffield Jewish Centre	
Year 6	Interview a range of faith leaders	
		Hindu leader from Samaj Sheffield (Diwali)

These visits are arranged by teachers with the support of the RE Subject Leader.

Visitors from faith communities can make an important contribution to children's appreciation and understanding of religion and culture. Such visitors are invited into school at appropriate occasions in the religious calendar. For example, the 'Open the Book' team from St Mary's Church in Handsworth visit three times a year to deliver assemblies to all year groups on Creation, Christmas and Easter.

Inclusion

We understand that the most effective inclusion strategy begins with high-quality inclusive RE teaching, which benefits all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for RE. All pupils are encouraged to progress to their full potential and a variety of teaching methods are employed to ensure that this is possible, adapting for individual pupils where appropriate. Teachers also recognise that pupils' work and learning outcomes can take many

forms. Pupils who are very knowledgeable in RE (for example, because they regularly practice a religion in their own lives) are given opportunities to demonstrate and develop their knowledge and strengths. At Ballifield, some pupils have very positive and deep experiences of religion from their lives outside of school. These experiences are most certainly valued but we do bear in mind that they do not necessarily relate to pupils' ability in RE as a subject on the whole.

EYFS

In the EYFS at Ballifield, RE sits firmly within the areas of ***personal, social and emotional development*** and ***understanding the world***. This enables children to develop a positive sense of themselves and others, and to learn how to form positive and respectful relationships. We do this through a balance of planned teaching activities and giving children the opportunity to pursue their own learning within an enabling environment. Children in our EYFS begin to understand and value the differences of individuals and groups within their own immediate community. They also have the opportunity to develop their emerging moral and cultural awareness. All of these help to develop strong foundations in communication and language through RE.

Nursery (FS1)	Reception (FS2)
RE is non-statutory, but we do incorporate RE material into children's activities.	RE is a compulsory part of the basic curriculum for all Reception children. Early Learning Goals outline what pupils should achieve by the end of Reception year.

RE and SMSC

At Ballifield, we believe that RE plays a significant role in the personal development of children. At its heart is the principle aim of exploring what people believe and the difference this makes to how they live, so that our children grow up ready and equipped to face the demands of the contemporary world. Given the opportunities for encountering people of different beliefs and lifestyles, RE also has a key role to play in fostering respect and social cohesion. RE helps students to become "skilled cultural navigators", able to handle the differences of faith and belief around them, as well as establish their own sense of identity and belonging.

- **Spiritual** education in RE involves the experience and search for meaning, the purpose of life and the values by which we live. In learning about a range of different religious traditions and why people believe, students that the opportunity to learn from their experiences, to reflect on and interpret spirituality in their own lives and to reflect on ultimate questions.
- **Moral** education in RE allows students to learn about shared and differing moral values from religious and non-religious perspectives. RE provides opportunities for students to debate moral dilemmas about right and wrong, good and bad, peace, etc. RE encourages students to discuss ideas such as people's responsibility towards to world and generations to come. In RE, our children are encouraged to make a personal response to right and wrong and to consider a range of responses to moral issues.
- **Social** education in RE involves exploring the similarities and differences in religions and cultures though which children make links between faith and personal action in everyday life. This is reflected in their relations with others through activities such as discussion and debate, and in their ability to work cooperatively with others.
- **Cultural** education in RE includes learning about a range of different religious traditions, giving children an opportunity to learn what it means to belong, to become confident in

themselves and be able to respond positively to similarities and differences in our ever-changing multi-ethnic and multi-faith society.

RE and British Values

At Ballifield, we promote the fundamental British values of:

- 1. Democracy**
- 2. The rule of law**
- 3. Individual liberty**
- 4. Mutual respect**
- 5. Tolerance** of those with different faiths and beliefs

We believe that RE can make a key educational contribution to children's' explorations of British Values, and excellent teaching of RE can enable pupils to learn to think for themselves about them. The subject offers opportunities to build an accurate knowledge-base about religions and beliefs in relation to values. This in turn supports children so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity. Values education and moral development are a part of our mission to contribute to the wellbeing of each child and of all within our community.

Mutual tolerance

As a school, we do not accept intolerant attitudes to members of the community: attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. A baseline for a fair community is that each person's right to 'be themselves' is to be accepted by all. Tolerance may not be enough: our RE curriculum can challenge children to be increasingly respectful and to celebrate diversity, but tolerance is a starting point. It is much better than intolerance.

Respectful attitudes

In the RE curriculum, attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Children will learn about diversity in religions and worldviews, and will be challenged to respect other people who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs, and are challenged to be broad-minded and open-hearted.

Democracy

In RE at Ballifield, children learn the significance of each person's ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.

The rule of law

In RE at Ballifield, children examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law

apply equally to all, irrespective – for example – of a person's status or wealth. They have the opportunity to examine the idea that the 'rule of law' focuses specifically on the relationship between citizens and the state, and to how far this reflects or runs counter to wider moral codes and precepts.

Individual liberty

In RE at Ballifield, children consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.

Safeguarding

At Ballifield, we believe in an open and positive safeguarding culture that puts pupils' interests first. In RE, we:

- Create a safe space for pupils to discuss topics sensitively
- Ensure staff are trained to recognise safeguarding concerns that come up in RE
- Actively seek and listen to the religious and non-religious views and experiences of pupils, staff, and parents, dealing promptly with any concerns
- Follow school safeguarding procedures if concerns arise during RE lessons

THE IMPACT OF THE TEACHING OF RE AT BALLIFIELD PRIMARY SCHOOL

The impact of our RE curriculum will be that our children explore what people believe and what difference this makes to how they live, so that they gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. This is our principle aim.

Assessment, reporting and monitoring

- We plan for pupils to make progress across all aims of RE and measure pupils' achievements by assessing their attainment against the 'Learning Outcomes' specified in the Sheffield SACRE.
- Throughout units of learning, teachers recap and review previous learning to ensure knowledge builds sequentially. Gaps are filled before new knowledge is taught and AfL is used constantly to ensure children know and remember more.
- Teachers carry out 'sticky knowledges quizzes' at the end of units of learning to assess whether children have learned what has been taught in the RE curriculum.
- Pupils' attainment in RE throughout the school will be tracked and monitored by the Subject Leader in order to ensure that RE provision at Ballifield is impactful. The Subject Leader will also be able to identify areas for development and children who are finding it difficult to achieve the learning outcomes in RE. Through discussion with teachers, ways to further support children to meet the learning outcomes will be devised.
- As required by law, we report pupils' attainment in RE in written form to parents once a year, specifying whether their child has met the learning outcomes taught through our RE curriculum.

Role of the Subject Leader

The Subject Leader is responsible for overseeing teaching and learning in RE at Ballifield. Through monitoring, the Subject Leader can know that the curriculum is taught well; they identify areas for improvement and take effective action to tackle these, including through professional learning that ensures teachers develop the expertise needed to deliver the curriculum effectively. This role includes:

- Ensuring staff are clear on our approach to RE and the requirements for planning using the Sheffield SACRE 2024-2029
- Supporting staff with planning and delivery of RE
- Acquiring and organising appropriate resources to support teaching and learning
- Monitoring the teaching and learning of RE
- Providing and sourcing training and CPD (INSETs & PDMs) for staff where necessary.
- Attending Subject Network meetings via Learn Sheffield to connect and liaise with other RE Leads across the city, feeding back key messages/updates to staff at Ballifield.
- Utilising the resources available via Ballifield membership of NATRE & RE Today to further support the teaching of RE.

Policy date: November 2025

Policy review date: November 2026

Whole School RE Long Term Plan 2025-26

Ballifield follows the New Sheffield SACRE Agreed Syllabus 2024-2029

Year Group	Autumn	Spring	Summer
FS1	During F1, the children will consider why they are special, sharing their own experiences and considering those of other people. They will explore differences between themselves and others through stories and photographs. Celebrations covered in F1: Christmas, Diwali, Chinese New Year, Eid and Easter These themes will be covered through provision activities, role play, stories, circle times		
FS2	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F5 What places are special and why? F6 What times/stories are special and why?
Year 1	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? 1.2 Who do Christians say made the world? 1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 2	1.6 Who is a Muslim and how do they live? (part 1)	1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? (part 2) 1.5 Why does Easter matter to Christians? 1.4 What is the 'good news' Christians believe Jesus brings? 1.8 What makes some places sacred to believers? (C, M)
Year 3	L2.1 What do Christians learn from the Creation story?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim? L2.10 How do festivals and family life show what matters to Jewish people? L2.4 What kind of world did Jesus want? L2.12 How and why do people try to make the world a better place? (C, M, J, NR)
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be Hindu in Britain today? L2.5 Why do Christians call the day Jesus died 'Good Friday'? L2.6 For Christians, when Jesus left, what was the impact of Pentecost? L2.11 How and why do people mark the significant events of life? (C, H, NR)
Year 5	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah? U2.9 Why is the Torah so important to Jewish people? U2.4 Christians and how to live: 'What would Jesus do?' U2.10 What matters most to Humanists and Christians? (C, M, J, NR)
Year 6	U2.2 Creation and science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good? U2.5 What do Christians believe Jesus did to 'save' people? U2.6 For Christians, what kind of king is Jesus? U2.12 How does faith help people when life gets hard?

Note: this model allows systematic religion units to lead into the **thematic units**, where pupils can make some comparisons between beliefs, at the end of each year. This model keeps the study of Christmas and Easter close to the appropriate time of year.

Belief Coverage: C = **Christian faith** M = **Muslim faith** J = **Jewish faith** H = **Hindu Dharma** NR = **Non-Religious**