



RELIGIOUS STUDIES POLICY

Context

Hazelwood School is an independent day school for pupils aged Reception to Year 8, serving a diverse community of children and families from a range of cultural, religious, and non-religious backgrounds.

RE is taught in accordance with the National Association of Teachers of Religious Education, adapted to reflect the ethos and values of Hazelwood.

We recognise and celebrate diversity and aim to be sensitive to each child's home background. We welcome the involvement of local faith and non-faith community members to support and enrich our teaching of RE.

We understand the strong link between pupils' spiritual, moral, social, and cultural development and the important role RE plays in supporting these areas.

Hazelwood School Ethos

Hazelwood School fosters curiosity, respect, and empathy through its RE curriculum. We believe that understanding different worldviews encourages open-mindedness and helps pupils develop compassion and moral integrity. RE at Hazelwood encourages pupils to explore life's fundamental questions, value diversity, and reflect thoughtfully on their own beliefs and experiences.

Aims of RE at Hazelwood School

RE at Hazelwood School is provided in line with legal and educational requirements. The aims are to:

- Develop knowledge and understanding of Christianity and other principal religions and worldviews represented in the United Kingdom.
 - Explore the influence of beliefs, values, and traditions on individuals and communities, locally and globally.
 - Encourage reasoned reflection on religious, moral, and ethical issues.
 - Enhance pupils' personal development by:
 - Exploring life's big questions and different responses to them.
 - Reflecting on their own beliefs and values.
 - Cultivating respect for those with differing views and practices.
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Time Allocation

RE is taught weekly as part of Hazelwood's broad and balanced curriculum. Recommended minimum allocations are:

- Reception: Planned within the EYFS Framework
- Years 1–4: Approximately 36 hours per years
- Years 5–8: Approximately 45 hours per year

RE time does not include assemblies, collective worship, or production rehearsals.

Scheme of Work

A detailed Scheme of Work supports this policy and outlines the topics studied in each year group. The curriculum is designed to promote progression, reflection, and understanding.

Hazelwood School RE Curriculum Overview (Reception–Year 6)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception (EYFS)	<i>Unit 1 – Why is the word God so important to Christians? (Creation)</i>	<i>Unit 2 – Why do Christians perform Nativity plays at Christmas? (Incarnation)</i>	<i>Unit 3 – Being special: where do we belong? (Thematic)</i>	<i>Unit 4 – Why do Christians put a cross on their Easter garden? (Salvation)</i>	<i>Unit 5 – Which places are special and why? (Thematic)</i>	<i>Unit 6 – Which stories are special and why? (Thematic)</i>
Year 1 (KS1)	<i>Unit 7 – Who do Christians say made the world? (Creation)</i>	<i>Unit 8 – Why does Christmas matter to Christians? (Incarnation)</i>	<i>Unit 9 – Who is Jewish and how do they live? (Judaism)</i>	<i>Unit 10 – What do Christians believe God is like? (God)</i>	<i>Unit 11 – What does it mean to belong to a faith community? (Thematic)</i>	<i>Unit 12 – How should we care for the world and for others, and why does it matter? (Thematic)</i>
Year 2 (KS1)	<i>Unit 13 – What is the good news Christians believe Jesus brings? (Gospel)</i>	<i>Unit 14 – What is the good news Christians believe Jesus brings? (Gospel)</i>	<i>Unit 15 – Who is a Muslim and how do they live? (Part 1) (Islam)</i>	<i>Unit 16 – Why does Easter matter to Christians? (Salvation)</i>	<i>Unit 17 – Who is a Muslim and how do they live? (Part 2) (Islam)</i>	<i>Unit 18 – What makes some places special to believers? (Thematic)</i>
Year 3 (LKS2)	<i>Unit 19 – What is it like for someone to follow God? (People of God)</i>	<i>Unit 20 – What is the Trinity and why is it important for Christians? (Incarnation/God)</i>	<i>Unit 21 – How do festivals and worship show what matters to a Muslim? (Islam)</i>	<i>Unit 22 – How do festivals and family life show what matters to Jewish people? (Judaism)</i>	<i>Unit 23 – What do Christians learn from the creation story? (Creation/Fall)</i>	<i>Unit 24 – How and why do people try to make the world a better place? (Thematic)</i>

Year 4 (LKS2)	<i>Unit 25 – What kind of world did Jesus want? (Gospel)</i>	<i>Unit 26 – For Christians, when Jesus left, what was the impact of Pentecost? (Kingdom of God)</i>	<i>Unit 27 – What do Hindus believe God is like? (Hinduism)</i>	<i>Unit 28 – Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)</i>	<i>Unit 29 – What does it mean to be a Hindu in Britain today? (Hinduism)</i>	<i>Unit 30 – How and why do people mark the significant events of life? (Thematic)</i>
Year 5 (UKS2)	<i>Unit 31 – What does it mean if Christians believe God is holy and loving? (God)</i>	<i>Unit 32 – What does it mean to be a Muslim in Britain today? (Islam)</i>	<i>Unit 33 – Why is the Torah so important to Jewish people? (Judaism)</i>	<i>Unit 34 – Creation and science: conflicting or complementary? (Creation/Fall)</i>	<i>Unit 35 – How can following God bring freedom and justice? (People of God)</i>	<i>Unit 36 – What matters most to Humanists and Christians? (Thematic)</i>
Year 6 (UKS2)	<i>Unit 37 – Christians and how to live: what would Jesus do? (Gospel)</i>	<i>Unit 38 – Why do Christians believe that Jesus was the Messiah? (Incarnation)</i>	<i>Unit 39 – Why do Hindus want to be good? (Hinduism)</i>	<i>Unit 40 – What difference does the resurrection make to Christians? (Salvation)</i>	<i>Unit 41 – For Christians, what kind of king is Jesus? (Kingdom of God)</i>	<i>Unit 42 – Why do some people believe in God and some not? How does faith help people when life gets hard? (Thematic)</i>

(Years 7–8 continue with advanced thematic and ethical enquiry, building upon this foundation — details available in the Upper School RE Scheme of Work.)

Teaching and Learning Strategies

RE at Hazelwood is dynamic and inclusive. Lessons include:

- Drama, discussion, and reflection
- Art, writing, and ICT integration
- Visits and visitor
- Critical and creative thinking
- Cross-curricular projects linked to English, History, and PSHE

Resources

Hazelwood provides a range of artefacts, literature, multimedia, and digital resources for RE.

These are reviewed annually by the RE Subject Leader and supplemented through community links and family contributions.

Visits and Visitors

We value experiential learning and ensure pupils have opportunities to visit places of worship, meet faith leaders, and engage in dialogue with people of different worldviews.

Examples include visits to churches, synagogues, mosques, temples, and humanist organisations.

Assessment, Monitoring and Review

- Pupils' progress is assessed through discussion, written work, creative tasks, and reflection.
- Annual reports include comments on RE learning and understanding.
- The RE Subject Leader monitors planning and teaching to ensure high standards.

This policy is reviewed every two years by Head/SMT.

Staff Training and CPD

All staff have access to CPD opportunities through in-house training or external providers.

The RE Subject Leader attends local and national RE networks to remain up to date with curriculum developments.

Transition

Continuity of learning is ensured through careful transition planning across key stages, including preparation for Key Stage 3.

Withdrawal

Parents have the legal right to withdraw their child from RE. Requests should be made in writing to the Headteacher.

Hazelwood aims to provide a curriculum that is open, inclusive, and accessible to all pupils.

Ratified by the Education Committee via email on 13 November 2025