

Redgate Community Primary School

RE Policy

We LEARN

We COLLABORATE

We NURTURE

We GROW

We are SAFE

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Intention of our R.E. Curriculum

Religious Education at Redgate Primary challenges pupils to answer big questions about the meaning and purpose of life, the world and themselves. Pupils are encouraged to grow as local and global citizens, building a sense of identity and belonging as we explore the diverse world that we live in. Fundamentally, R.E at Redgate inspires tolerance, promotes inclusivity and challenges prejudice.

1. Aims and objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Redgate Primary School, we develop the children's knowledge and understanding of the major faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of divine spirit. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn about religions (AT1) as well as from religions (AT2)

1.1. Our aims in the teaching of RE are: To foster the development of positive attitudes in order to encourage pupils to see themselves as an equal, valued and valid part of the school and the community; To awaken and develop an awareness of the spiritual side of life and that this is equally important as the physical and intellectual sides; To know and understand the beliefs of others and respect their right to believe and to understand how religious beliefs and practices affect people's lives; To discover the significance of commitment to a personal faith and to understand that a religious faith helps some people in considering and coming to terms with basic human questions; To examine the questions relating to human existence and purpose; To become responsible for one's own behaviour and to develop a willingness to act according to moral rules and to regulate behaviour for the good of another individual or the group; To develop a willingness to see that others have a right to a point of view.

1.2. Our objectives in the teaching of RE are: To study the festivals and ceremonies, traditions and rituals that mark the stages of life; To link basic religious concepts to practices of everyday living and to examine the roles of family life in religion; To appreciate the similarities and differences between religions and to enrich their understanding of religious vocabulary; To respond imaginatively to religious ideas and consider the different ways in which individuals may come to a personal faith and commitment; To study the beliefs, instructions and organisations of particular faiths; To be sensitive to the feelings, beliefs and actions of others and to explore the ideas that caring

should come before personal interests; To help children explore the awe, wonder and joy of life in all its forms, particularly new life and growth; To help children with experiences of encountering change such as death, suffering, inequality and conflict; To examine ideas of right and wrong and to discover the importance of silence and reflection; To distinguish between religious and other forms of understanding, for example, scientific, historical; To reflect on their own experiences and to develop a sense of religious understanding; To appreciate the value of their own personal faith/beliefs and have confidence to be able to discuss them with others.

The legal position of religious education

2.1. Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. RE is part of the basic curriculum. It is taught in accordance with the Sefton Agreed Syllabus (Reviewed 2017). It makes contributions to the spiritual, moral, social and cultural development. RE is not taught to propagate religion in general or a particular religion, it is not to nurture or convert. It is an academic discipline with levels of achievements.

2.2. Parents who wish to withdraw their children, because of personal choice or religious affiliations are permitted to do so, once they have made a formal written request to the school, and this has been agreed by the head teacher and governors. A record of withdrawals is kept by the RE coordinator.

How we implement our Geography Curriculum

Through learning about Christianity and Judaism in Key Stage One, and then expanding into Hinduism and Islam in Key Stage Two. We ensure that R.E is relevant throughout the school year by celebrating special events both as a whole school and during class learning. Pupils are taught *about* and *from* religion, exploring spiritual, moral and cultural significance of traditions, stories, teachings and social implications that arise from the similarities and differences between Abrahamic (Originating from Abraham: Christianity, Judaism, Islam) and Dharmic (Originating from the concept of 'Dharma': Hinduism) religions.

3 Teaching and learning style

3.1. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to

think about their own views and values in relation to the themes and topics studied in the RE curriculum.

3.2. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, and Eid etc. to develop their religious thinking.

3.3. We recognise that in all classes, children have a wide range of differing abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by: • Setting tasks which are open-ended and can have a variety of responses; • Setting tasks of increasing difficulty, some children not completing all tasks; • Sometimes grouping children by ability in the room (depending on the task), and setting different tasks for each ability group; • Providing resources of different complexity, depending on the ability of the child; • Using classroom assistants to support children individually or in groups.

3.4. RE can be taught through: • Role play and drama; • Story telling; • Discussion and debate; • Topic work; • Reflection; • Use of visitors; • Use of local community; • Tapes, films and videos.

4. Curriculum planning in religious education

4.1. RE is a part of the whole school curriculum, linking into the creative curriculum. The RE support units are used to inform the planning which outlines the key questions/ concepts covered each term during each Key Stage and by each year group. The units are used as a basis upon which the RE overview was devised.

4.2. At the Foundation Stage RE is not taught as a distinct curriculum area. However, many of the early learning goals lead into the two RE attainment targets. Specific ways of linking the early learning goals are shown in the Foundation stage units.

4.3. At Key Stage 1 and 2 there is a systematic study of Christianity and the other 5 principle religions in the UK (Buddhism, Hinduism, Islam, Judaism and Sikhism). There is opportunity for smaller religions to be studied as well as atheist and agnostic points of view within any of the support units. The units highlight opportunities to learn outside the classroom as well creatively through the arts, and scheme of work has RE skill sets that children should acquire across their time at school.

5. Religious education and inclusion

5.1. In line with the other school policies, RE aims to meet the needs of all children through planned differentiation and resources. This will take into

account the need to adapt lessons to account for children's different learning styles, especially those to whom English is an Additional Language (EAL), children with Specific Special Educational Needs and the Gifted and Talented pupils.

Assessing the Impact of our R.E. Curriculum

Pupils will leave Redgate with the knowledge and understanding to become tolerant and empathetic members of the community. They will understand their own religious, moral and social beliefs and how they can further explore what gives meaning to their own lives as well as the differing views and values that give meaning to the lives of others.

6. Assessment for learning

6.1. Children demonstrate their ability in religious education in a variety of different ways. Younger children in Key Stage 1 might, for example, concentrate on learning through a range of speaking and listening activities, whilst older pupils may write a 'question and answer' style report on what it may be like to be a member of a religious community in Britain today and outline what impresses them about this religious identity and community. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress in line with Redgate's marking policy. Older children are encouraged to make judgements about how they can improve their own work.

8 Monitoring and review

8.1. The coordination and planning of the religious education curriculum is the responsibility of the subject leader (SW), who also: • Supports colleagues in their teaching, by keeping informed about current developments • in religious education and by providing a strategic lead and direction for this subject;

8.2. The quality of teaching and learning in religious education is monitored and evaluated by the subject lead every term.

This policy was agreed and implemented in September 2020 and is due for review in September 2021.

There will be on-going monitoring of this policy particularly should there be any incidents which take place relating to it that give cause for concern that aspect/s of the policy may need amending/updating before the review date.