



RE Policy

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Introduction

This policy expresses the school's purpose for the teaching and learning of Religious Education. It sets out our intention; the implementation of the curriculum, and assessment and monitoring based on the implementation of The Locally Agreed Syllabus which conforms to the guidelines outlined by SACRE.

Written by:	Mrs E Kemp
Date written:	October 2025
Approved (governors) on	
Review Date	October 2026

Context

As RE is not nationally determined, Wilkinson Primary School follows a locally agreed syllabus of RE prepared by a local Standing Advisory Council on Religious Education (SACRE) and adopted by Wolverhampton Local Authority. It is this Wolverhampton Agreed Syllabus of Religious Education 2021- 2026, we use as the basis of our planning and delivery of RE.

We value Religious Education at Wilkinson Primary School and believe that the teaching of RE strongly supports our core value in 'Showing Pride and respect in all that we do'. Pupils that attend our school will know about and understand a range of religions and worldviews. They will express ideas and insights of their own into the significant human questions which religions address, gaining and deploying the skills needed to study religion.

Intent

Religious Education at Wilkinson seeks to contribute dynamically to our pupils' education by provoking challenging questions about human life, beliefs, communities and ideas. In RE, pupils will learn about and understand a range of religions and worldviews, including different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and worldviews and to respond by expressing insights into their own and others' lives. They think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and worldviews.



Aims

- For pupils to develop a progression of skills including investigating, expressing ideas, empathising, discerning, analysing and synthesising and how to apply these skills in different situations.
- For pupils to develop a rich knowledge. By following the agreed syllabus, pupils will add to their religious vocabulary through each unit of work. They will develop their ability to use the general concepts of religious study. They will become increasingly adept at interpreting their knowledge of the meanings of religious belief and practice and non-religious ideas and ways of life. They will become more able to connect the information they have gathered about religions into coherent and systematic frameworks of understanding. These intentions are to be achieved using planned units of work which each explore a big enquiry question, focusing on the new knowledge pupils will gain about religions and worldviews week by week, lesson by lesson.
- To support the teaching of fundamental British values, with a focus on exploring what different religions and worldviews say about values enabling pupils to develop attitudes of tolerance and respect for all.
- To foster Spiritual, Moral, Social and Cultural development; teaching pupils to use, for example, the language of spirituality and ethics for themselves and to engage with the big questions and big ideas which underpin these concepts.

Curriculum Coverage and Progression

*** Foundation Stage:** Religious Education in the Early Years is taught through all aspects of the Early Years Foundation Stage framework, particularly Personal, Social and Emotional Development and Knowledge and Understanding of the World. Pupils should encounter religions and worldviews through exploring special people, books, times, places and objects and by listening to visitors from faith communities. They should listen to and talk about religious stories. Pupils will be introduced to subject specific words and use all their senses to explore beliefs, practices and forms of expression. They 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.

*** Key Stage 1** The Focus of RE 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 use basic subject specific vocabulary. They raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas. 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.



*** Key Stage 2** The Focus of RE for KS2 enables pupils to extend their knowledge and understanding of religions and worldviews, recognising their historical and local, national and global contexts. They are introduced to an extended range of sources and subject specific vocabulary. They will be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils will learn to express their own ideas thoughtfully and creatively in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Assessment

Assessment is ongoing throughout every RE lesson. Teachers observe children working, listen to responses and have targeted conversations to determine pupil's overall achievement. Written work in books is marked using the school's "live marking" approach during the lesson time. Teachers use verbal feedback to help children understand how they improve.

At the end of each topic. Teachers will identify children who have reached the expected outcome for that topic and those that have exceeded it or are still emerging in some concepts. This information is kept by the class teacher, and is available for monitoring by the subject leader where appropriate.

Cross Curricular Approaches

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions. Children's skills in speaking and listening and literacy will be enhanced. Problem-solving, decision making and interpersonal skills are developed. RE presents many opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions are raised, and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

Celebration of Success

It is important that children's successes in RE are acknowledged and celebrated appropriately. This will be done through displays throughout the school, assemblies, celebrations and seasonal performances.

RE and Inclusion

The Wolverhampton SACRE vision is of RE for all. Every pupil can achieve and benefit from RE, including all pupils with SEND. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. The law says that the Agreed Syllabus is to be taught to SEND pupils 'as far as it is practicable.' RE provision for different groups of pupils will vary but all pupils are included. Teachers will decide how material should be adapted to meet the needs of the children in their class, particularly if



they are not attaining levels broadly appropriate for their age. Activities will be adapted where necessary, to ensure all children participate and demonstrate their achievements.

Equal Opportunities

In RE it is important that teachers should plan work that offers equal opportunity in respect of gender, race and ability. Teachers when using this scheme may find that there are parts they wish to modify and adapt for the children in their class.

* **More able children:**

Teachers should decide how the activities should be adapted or expanded to meet the needs of any more able, gifted or talented children in the year group.

* **Gender:**

Teachers should ensure that RE is promoted to both sexes, and that the materials used are appropriate for all children.

* **Multicultural Themes:**

Children should be encouraged to develop an interest in people and places beyond their immediate experience and an awareness of cultural and ethnic diversity within our society. They should be taught to recognise the similarity of activities, interests and aspirations of different people and learn how to demonstrate tolerance towards people who hold different values and beliefs.

Health & Safety

Children may be offered the opportunity to visit local places of worship to support their learning. These visits may be within walking distance or may require the use of minibuses or coaches. The appropriate risk assessment must be carried out before the visit to always ensure the children's safety during the visit.

Some artefacts used in RE may be fragile or have sharp surfaces. Care must be taken and appropriate supervision in place when using these artefacts.

The Legal Right of Withdrawal

Parents of a pupil at any community, foundation or voluntary school have the right to withdraw their children from RE. If a parent asks for their child to be wholly or partly excused from attending any RE the school must comply unless the request is withdrawn. At Wilkinson Primary School it is our practice to talk to parents to ensure that they understand the aims and value of the RE curriculum before honouring the right of withdrawal from RE lessons. Any parent who wishes to withdraw their child is expected to consult the headteacher.



Review

This policy will be reviewed annually by the Religious Education subject leader and leadership team and shared with the school community.

Name of Co-Ordinator: Mrs E Kemp

Date: October 2025.

Date of review: October 2026





'Show pride and respect in all that we do'