



Religious Education Policy

1. INTRODUCTION

This document is one of a series that make up the whole CRACKING Curriculum statement for the school. It states the school philosophy about the contribution which Religious Education makes to our pupils' education and the way in which Religious Education is delivered in practice. In effect, it is an expanded policy statement and together with the long, medium and short-term thematic planning constitutes the school's scheme of work.

2. INTENT

Why is Religious Education important:

Religious Education helps to engage pupils in systematic enquiry into significant human questions which religion and world-views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

At Kings Meadow we believe that:

- Religious Education helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society;
- Religious Education fosters civilized debate and reasoned argument and helps pupils to understand the place of religion and belief in the modern world;
- Religious Education provokes challenging questions about the purpose and meaning of life, beliefs, the self and issues of right and wrong, commitment and belonging;
- Religious Education encourages empathy, generosity and compassion. Develop a sense of awe, wonder and mystery;
- Religious Education has an enquiry-based approach beginning with the children's own life experiences before moving into learning about and from religion.

Through our Religious Education and CRACKING Curriculum it is our intention for our children to:

- Explore big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and world-views, and reflect on their own ideas and ways of living.
- Recognise the diversity between people within religions as well as between people of different religions.

3. IMPLEMENTATION

When is Religious Education taught:

Our Reception children are taught 36 hours of Religious Education per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision)

Key Stages One and Two are taught Religious Education for the equivalent of an hour a week. This may take the form of a series of weekly sequential lessons or link to CRACKING Curriculum themes.

At Kings Meadow, we believe that the flexible delivery of Religious Education is often good practice: an RE themed day, or week of study can complement - but not usually replace - the regular programme of timetabled lesson.

How is Religious Education taught:

The Sefton Syllabus for Religious Education does not recommend tackling six religions in a key stage as depth is more important than overstretched breadth.

For us at Kings Meadow, this means that we will teach four world-views across the Foundation Stage and Key Stage One building to teaching five world-views across Key Stage Two when we also look at Humanist people (or those identifying with no particular faith).

Religious traditions are to be studied in depth as follows:

Natterjack Toads (EYFS)

In Nursery, the activities our children engage in are experiences which provide the building blocks for later development. Starting with things which are familiar to the children and providing lots of hands-on activities and learning are important parts of pupils' learning at this stage. Our children start to talk about the different ways in which people believe and behave, and we encourage our children to ask questions.

In Reception, our children will encounter the beliefs of Christians and people of other faiths (Christians, Muslims, Jewish people and Hindus), as part of their growing sense of self, their own community and their place within it.

Sand Lizards (KS1)

In Key Stage One, our children will learn about the world-views of Christians, Muslims and Jewish people.

Red Squirrels (LKS2) & Seagulls (UKS2)

In Key Stage Two, our children will deepen their understanding of the world-views of Christians, Muslims and Jewish people and learn about Hindus and Humanist people (or those identifying with no particular faith).

With this spiralised curriculum model, all of our pupils have multiple opportunities to encounter and revisit the content we wish them to remember.

Adaptive Teaching:

Religious Education teaching at Kings Meadow is adapted to engage our young learners by using interactive, inclusive, and age-appropriate methods. We employ storytelling as a powerful tool to introduce children to diverse religious traditions, values, and practices, fostering empathy and understanding. Hands-on activities, such as art projects, drama, or role-playing, also help make abstract concepts tangible and relatable. Incorporating multimedia resources, like videos and digital stories, allows for dynamic exploration of religious festivals, symbols, and rituals. Teachers also create an inclusive environment by encouraging open discussions where children feel safe to ask questions and share their perspectives. As part of our CRACKING Curriculum, integrating Religious Education with other subjects, such as history, geography, or PSHE (citizenship), further deepens our pupils' understanding of how religion shapes cultures and societies. By focusing on respect, curiosity, and critical thinking, Religious Education in our school nurtures a sense of global awareness and mutual respect.

Oracy in Religious Education:

Oracy, the ability to express oneself fluently and articulately, plays a crucial role in our Religious Education (RE) lessons at Kings Meadow. By fostering oracy skills, pupils are encouraged to engage in thoughtful discussions, ask meaningful questions, and share their perspectives on religious beliefs and values. This practice not only enhances their understanding of different faiths but also promotes empathy, respect, and critical thinking. Through activities such as group debates, role-playing, and storytelling, pupils are encouraged to articulate their thoughts, listen to others, and reflect on complex ideas in a supportive environment. Ultimately, incorporating oracy in RE lessons helps develop pupils' communication skills while deepening their spiritual and moral understanding.

Resources:

Concrete resources for Religious Education are housed in the RE cupboard and located in the school hall. There is an inventory of all the resources available also housed in the cupboard. On-line resources are stored on the staff drive and this is updated by staff on an on-going basis.

4. IMPACT

In order to measure the impact of our teaching and learning, planning and work audits are carried out by the subject leader ensuring coverage and development of skills in line with specific year group expectations. Class teachers also assess children's understanding and skills through observation and discussion of their work (Pupil Voice). In Key Stage Two the children are also involved in the self-evaluation of their learning.

Work is marked thoroughly in line with the school's Marking Policy.

Formative and summative assessment is used to track children's learning against the statutory objectives and progress against the expectations are recorded.

In order to ensure continued improvement in the teaching and learning of Religious Education, the subject leader is responsible for supporting colleagues by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The subject leader is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development.

Reviewed	January 2025
Approved by Governing Body	March 2025
Next Review	January 2028 or sooner if required.