



# Religious Education (RE) Policy

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Chair of Governors (signature)

Head Teacher (signature)

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## 1. Definition

At Millfield's First School we believe that Religious Education offers opportunities to enable our children to develop a deep understanding of different Religions. To know not only practices and traditions, but to understand the values and message each faith and non-faith conveys.

We want to help our children to understand how religion impacts on people's lives and why they live the way they do. To help them to respect all faiths, religions and non-religious world views, to develop an understanding of religious ideas and to talk and engage in meaningful discussions in response to the big questions. We want to help the children to learn from religions, faiths and beliefs as well as about them.

## 2. Purpose

At Millfield's First School we follow the purpose of Religious Education set out by the Worcestershire Agreed Syllabus (2025-30). Ensuring the children receive on-going benefits for open discussion, to articulate their understanding and beliefs and have a greater understanding of society.

- Religious education 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 worldviews in local, national and global contexts, to discover, explore and consider different answers to these 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 should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

## 3. Aims

At Millfield's First School we follow the aims of Religious Education set out by the Worcestershire Agreed Syllabus (2025-30).

*'The principal aim of religious education is to **explore** what people **believe** and what **difference** this makes to how they live, so that pupils can gain the **knowledge, understanding and skills** needed to handle questions raised by religion and worldviews, **reflecting** on their **own ideas** and ways of living.'* (Worcester Agreed Syllabus 2025-30)

The curriculum for RE aims to ensure that all pupils:

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

- Identify, describe, explain and analyse beliefs and concepts in the context of living religious and non-religious worldviews, 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 worldviews, 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 worldviews, 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.

## **4. The three elements of studying RE**

Our teaching and learning approach enable our pupils to explore three core elements which are woven together to provide breadth and balance when teaching and learning about religion and worldviews. These three elements, set the context for open exploration, enabling the children to develop their ability to handle questions, explore different religions and worldviews, in depth exploring their questions, ideas and beliefs. The three elements; making connections, making sense of beliefs and understanding the impact, offer a route through each unit while also allowing for a range of questions reflecting different approaches, for example, from religious studies, philosophy, sociology, ethics and theology.

### **Making connections**

Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.

We achieve this by evaluating, reflecting on and enquiring into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses. Challenging the ideas studied, and allowing the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response. Distinguishing 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.

### **Making sense of beliefs**

Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.

We achieve this by identifying, describing, explaining and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary. Explaining how and why these beliefs are understood in different ways, by individuals and within communities. Recognising how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation.

## **Understanding the impact**

Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

We achieve this by examining and explaining how and why people express their beliefs in diverse ways. Recognising 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. Appreciating and appraise the significance of different ways of life and ways of expressing meaning.

## **5. Legal position of religious education**

Our school curriculum for RE meets the requirements of the Education Act (1996), the School Standards and Framework Act (1998) and the Education Act (2002). These require that religious education is taught to all children, including those in early years who are less than five years old. However, parents are allowed to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the head teacher and school governors. If a child is not to participate in the lesson, they will go to a parallel class where RE is not being taught.

The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on The Worcestershire Agreed Syllabus (2025-30) and it meets all the requirements set out in that document. In line with the legal requirement of the Education Act (2002) Christianity is taught as the predominant religion in both Key Stage One and Two.

- In the Early Years, children will learn about Christians\* and other religious and non-religious worldviews, as part of their growing sense of self, their own community and their place within it.
- In Key Stage 1, children study Christians, Jews\* and Muslims\*
- In Key Stage 2, children study Christians, Jews, Hindus\*, Muslims and non-religious worldviews (e.g. Humanists\*)

**\*NB** – Please note change in use of language e.g. Christians rather than Christianity, Hindus rather than Hinduism. This is to reflect the fact that RE starts with encounters with living faiths rather than the history and belief structures of traditions. This also recognises the diversity within and between religions and other traditions.

## **6. Time allocation and time-tabling**

The current expectation at Millfields First School is above the minimum hours required, our expectation is one hour a week for Key Stage 1 and 2 for a set lesson but is also taught through a focus day or period e.g. Harvest, Christmas, Easter, RE themed week/day.

- Early Years: This is the time when pupils will begin to explore religion through stories, special people, times and books. They will begin to reflect on their own feelings and experiences and to use and develop their imagination and appreciation of the world around them. This should add up to a notional 36 hours.
- Key Stage 1: 36 hours per year;
- Key Stage 2: 45 hours per year

## 7. Learning and teaching methods

- The contribution religious education makes to pupils' growth and maturity will be recognised through the variety of teaching strategies adopted.
- Pupils will be encouraged to reflect on what and how they learn using open questions, repeated religions and repeated questions to review the learning that took place in the previous term and year group.
- Stories and storytelling will form an important part of religious education.
- Pupils will develop skills in RE using a variety of ways to show learning across the curriculum using artefacts, narratives, pictures, letters, models, problem solving.
- Pupils will have the opportunity to go on visits to places of worship and members of different faiths will be invited into the school.

We plan our religious education curriculum in accordance with the Worcestershire Agreed Syllabus (2025-30). We ensure that the topics studied in religious education build on prior learning and review each topic each term and at the beginning of each year. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school. Teaching methods are stimulating and engaging, providing all students with access to religious education. RE is approached through stories, cross curricular themes, RE topics and festivals, and discussion on specific ideas and spontaneous enquiries.

A range of learning and teaching strategies which are effective for inclusive teaching of religious education include:

- Visits to places of worship, museums or art galleries
- The use of representatives from religious traditions as visitors to the class
- The use of artefacts, big books, posters, videos, artwork
- The use of art, craft, music drama and role play to enable students to express their ideas and emotions
- The use of ICT, such as digital cameras, interactive whiteboards and websites etc.

## 8. Inclusion

We recognise the fact that all classes in our school have children of widely differing abilities and religions and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child and providing a range of religions for in-depth study. We achieve this in a variety of ways, for example, by:

- Setting tasks which are open-ended and can have a variety of responses and interpretations for individuals to adapt themselves.
- Setting tasks of increasing and varied challenge to all.

## 9. Teaching religious education to children with SEND / gifted and talented

At our school we teach religious education to all children, whatever their ability and individual needs. Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. Most-able and

talented pupils in RE are those who can easily, quickly and at an expert level apply the specific skills and processes of RE, and who demonstrate high levels of understanding, insight, maturity and achievement.

Pupils who are gifted in RE are likely to:

- show high levels of insight into, and discernment beyond, the obvious and ordinary;
- make sense of, and draw meaning from, religious symbols, metaphors, texts and practices;
- be sensitive to, or aware of, the numinous or the mystery of life, and have a feeling for how these are explored and expressed;
- understand, apply and transfer ideas and concepts across topics in RE and into other religious and cultural contexts.

## **10. Assessment recording, monitoring and review**

We are currently reviewing a way to assess RE development at Millfield's. We assess children's work in religious education and make teacher judgments as we observe them during lessons. RE is assessed using the curriculum outcomes for each key stage. RE now has its own blue exercise book to store all RE evidence. The RE subject leader, Debbie Neale, is responsible for monitoring the subject and the standards of the children's work. They are also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in our school.

## **11. Resources**

Resources are used to enhance the children's understanding. We keep resources for religious education in a central store located in Key stage 1 area. There are also a variety of online resources stored within the staff shared Religious Education folder. The school library has a supply of RE story books and resources.

## **10. Health and safety**

The main health and safety concern for RE is to ensure county guidance is followed when organising visits out of school. When cooking in an R.E context the relevant food hygiene requirements must be observed.