# Randlay Primary School and Nursery

# Religious Education Policy

**Policy Reviewed Autumn 2025**
**Next Review Autumn 2026**

**The importance of Religious Education**

Religious Education develops understanding and respect for different religions, beliefs, values and traditions through exploring issues within and between faiths and ethical life stances. It develops pupils' knowledge and understanding of, and their ability to respond to, Christianity, Judaism, Islam, Hinduism, Sikhism, Buddhism and Humanism. Through the delivery of our units, are children are encouraged to understand the influence of religion on individuals, families, communities and cultures. Religious Education encourages pupils to consider challenging questions and enables them to investigate and reflect upon some of the most fundamental questions people ask: such as the meaning of life, belief about God, the self and the nature of reality and issues of right and wrong.

**Aims and Objectives**

**Principal aim**

The aim of RE is to engage pupils in enquiry into significant human questions which religion and worldviews 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 Randlay Primary School children are encouraged reflect on what it means to have faith and what difference it makes to people's lives. In doing so, children are helped to explore their own spiritual identity, to look at themselves, the wider world and develop their visions.

The objectives of teaching religious education at Randlay Primary School are therefore to help children to:

1. Develop an awareness of spiritual and moral issues arising in their lives.
2. Develop knowledge and understanding of Christianity and other major world religions.
3. Be able to reflect upon their own experiences and begin to develop a personal response to the fundamental questions and explore issues with an open mind.
4. Develop investigative and research skills, make reasoned judgements about religious, social, moral and cultural issues.
5. Have respect for other people's views and beliefs and understand that these may differ from their own. Appreciate the cultural diversity in Britain today.
6. Help children to learn about religions but also to learn from them.

**Legal Requirements**

The new curriculum implemented in schools September 2014 recognises Religious Education as a 'core' subject required for all pupils. Religious education at Randlay Primary is provided in line with and meets the needs of the statutory requirements, which are that:

1. All pupils receive religious education.
2. Parents have the right to withdraw their child from religious education lessons if they so wish having given written notice to the school governors.
3. The religious education programme reflects the fact that the religious traditions in Britain are in the main Christian; whilst considering the teachings and practices of the other principal religious traditions represented in Britain.
4. The religious education provided is in accordance with the Agreed syllabus for Telford and Wrekin and it meets all the requirements set out within it.

**Planning**

The planning is carried out in two main phases which include a long-term overview and individual schemes of work which outline detailed lesson plans. The long-term plan maps out the schemes of work in each term for each class in each key stage. The planning is on a two-year cycle to ensure mixed aged classes have complete coverage of the agreed syllabus. The RE co-ordinator is responsible for

updating these plans in line with any changes to the agreed syllabus. Sitting alongside this, is a faith overview which details which faiths and taught when. Most faiths are taught in conjunction with another; there are three units which specifically relate to one faith and look at this in greater depth.

**Inclusion**

RE is taught to all pupils in the school including those in the reception class, unless formally withdrawn by parents. As reception children are part of the Foundation stage of the National curriculum, at Randlay Primary School we relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals.

Religious Education forms part of the school's broad and balanced education to all children; learning opportunities are provided that enable pupils to make good progress in the full range of activities. Where children are to participate in activities outside of school, for example, visiting a place of worship, a risk assessment is carried out prior to the activity, safeguarding pupil and staff welfare.

**Assessment for learning**

Assessment in RE is about recognising children's achievements in the broadest sense. In order to assess what pupils can do, information is gathered about learning and progress as the children carry out active and engaging tasks. A variety of methods are used:

1. Observing children as they interact with their peers and other adults.
2. Listening to children as they pose questions, volunteer opinions and thoughts and describe their work to others.
3. Asking open ended questions which allow for individual expression and a variety of responses.
4. Setting tasks which require the planned use of specific skills and implementation of specific learning intentions to demonstrate learning.
5. Allow for a variety of communication styles, role play, use of artefacts, short and extended writing, art etc.
6. Discussion of words, terms, images and ideas.
7. Self and peer assessment against given criteria.
8. Teacher feedback in marking comments either verbal or written in line with the school's feedback policy.
9. At present we assess using teacher assessment against the Telford and Wrekin Agreed syllabus which outlines clear expectations for each unit of work.

**Contribution of RE to other curriculum areas**

**Literacy**

RE contributes significantly to the teaching of English at Randlay Primary School by actively promoting the skills of speaking, listening, reading and writing as well as role play. Writing tasks, recording information, and composing questions to research, developing thoughts and explaining positions held all help to reinforce a wide range of literacy skills.

**ICT**

ICT plays a key role across the school in RE. Children have the opportunity to:

1. Select research and analyse information from the internet.
2. Use ICT to present work in a wide range of formats e.g. PowerPoint, Video clip. Etc.
3. Use Ipads to record visits, presentations, role plays etc
4. Use virtual tours of a wide range of places of worship or to explore use of artefacts in their commonplace setting.

**Personal, social and health education/ citizenship**

The values and attitudes required for good citizenship are promoted through RE by teaching respect for others and the need for personal responsibility. Children at Randlay Primary School are taught in RE about values and moral beliefs that underpin individual choices of behaviour.