

Religious Education



Religious Education Policy

Southwick Community Primary School
Reviewed: May 2026

This is a whole-school policy which aims to:

- define the intent, implementation and impact of Religious Education within the wider curriculum
- ensure clear progression, coherence and sequencing in pupils' learning about religions and worldviews
- support staff in the effective planning, delivery and assessment of high-quality RE

Curriculum Intent

At Southwick Community Primary School, Religious Education is a vital part of a broad and balanced curriculum. Our RE curriculum is ambitious and inclusive, designed to ensure that all pupils, regardless of starting point, develop secure knowledge and understanding of a range of religious and non-religious worldviews.

Through the delivery of the Twinkl RE scheme, which is structured as a spiral curriculum, pupils revisit key concepts over time, enabling them to deepen their understanding and make meaningful connections. The curriculum is carefully sequenced to build both substantive knowledge, including key beliefs, practices and traditions, and disciplinary knowledge, including the ability to question, interpret, analyse and evaluate.

The curriculum reflects the importance of Christianity as the main religious tradition in the United Kingdom, while also ensuring that pupils develop knowledge and understanding of a range of other religions and worldviews. This prepares pupils for life in modern Britain by promoting respect, tolerance and understanding.

Religious Education contributes significantly to pupils' spiritual, moral, social and cultural development. It enables pupils to explore questions of meaning and purpose, consider issues of right and wrong, and develop an understanding of their own identity and the diverse society in which they live.

Curriculum Implementation

RE is delivered through the Twinkl RE scheme, which provides a coherently planned and well-sequenced curriculum. The spiral approach ensures that pupils revisit key themes such as belief, identity, belonging and values at increasing levels of depth and complexity.

Teaching is underpinned by effective pedagogy, including the use of retrieval practice to support long-term memory, explicit teaching of subject-specific vocabulary and opportunities for discussion and reflection.

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Lessons are designed to be engaging and inclusive, allowing pupils to explore religious concepts through a range of approaches including enquiry, discussion, storytelling and the use of artefacts.

Pupils are provided with opportunities to encounter religions and worldviews through visits, visitors and the use of high-quality resources. These experiences support pupils in understanding how beliefs are lived and expressed in different contexts.

Cross-curricular links are made where appropriate, particularly with subjects such as English, art, music and history, to deepen understanding and provide meaningful contexts for learning.

Curriculum Impact

The impact of the RE curriculum is demonstrated through pupils' ability to recall and apply knowledge, make connections between beliefs and practices, and engage in thoughtful discussion. Pupils use subject-specific vocabulary accurately and are able to express their ideas clearly and respectfully.

Pupils develop as reflective learners who are able to consider different perspectives and form reasoned responses. They demonstrate respect for others and an understanding of diversity, preparing them for life in modern Britain.

Assessment is ongoing and informs teaching. Teachers use formative assessment strategies, including questioning, discussion and observation, to identify pupils' understanding and address misconceptions. Outcomes in books and pupil voice also contribute to evaluating the effectiveness of the curriculum.

Early Years Foundation Stage

In the Early Years Foundation Stage, Religious Education is delivered through the Twinkl RE scheme and is closely linked to Personal, Social and Emotional Development and Understanding the World.

Children are introduced to key concepts through exploration of special people, stories, places and objects. Learning is play-based and supported through high-quality interactions with adults. These early experiences provide a strong foundation for future learning, ensuring continuity and progression within the spiral curriculum.

Inclusion

Religious Education is inclusive and accessible to all pupils. Teaching is adapted to meet the needs of all learners, including those with special educational needs and disabilities. All pupils are supported to access the full curriculum and to achieve their potential.

The RE curriculum promotes equality, challenges stereotypes and reflects the diversity of the school and wider community. It supports pupils in developing respect for others and understanding different perspectives.

Resources

RE resources are organised centrally and are accessible to all staff. These include artefacts, texts and visual materials linked to different religions and worldviews. High-quality resources are used to support accurate and respectful teaching.

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Withdrawal

Parents have the legal right to withdraw their child from all or part of Religious Education and collective worship. Any requests for withdrawal should be made in writing to the Headteacher.

Teachers have the right to withdraw from teaching RE in line with statutory guidance.

Monitoring and Review

The subject leader is responsible for monitoring the quality of teaching and learning in RE. This includes lesson observations, book looks, pupil voice and curriculum reviews. Findings are used to inform ongoing development and ensure high standards.

This policy will be reviewed annually to ensure it remains in line with current guidance and best practice.

Headteacher: Mr Robson

Chair of Governors: _____

Next Review: May 2027