

# Religious Education Policy

## Southwick Community Primary School

Reviewed: May 2026

### Aims

This policy aims to:

- Define the intent, implementation and impact of Religious Education within the wider curriculum.
- Ensure progression, coherence and consistency in pupils' learning about religions and worldviews.
- Support staff in the planning, delivery and assessment of high-quality Religious Education.
- Promote respect, understanding and appreciation of diversity within modern Britain.

### Curriculum Intent

At Southwick Community Primary School, Religious Education forms an important part of our broad and balanced curriculum. Through RE, pupils develop knowledge and understanding of Christianity, other major world religions and non-religious worldviews, enabling them to become informed, respectful and reflective members of society.

Our curriculum is ambitious, inclusive and designed to ensure all pupils, regardless of starting point, make progress in their understanding of religion and belief. It promotes curiosity and encourages pupils to ask questions, explore different perspectives and reflect on their own values and experiences.

In Key Stages 1 and 2, we use the Twinkl RE curriculum, which follows a spiral approach to learning. This allows pupils to revisit key concepts and themes over time, deepening their understanding and making meaningful connections between prior and new learning.

The curriculum reflects the importance of Christianity as the principal religious tradition in Great Britain whilst ensuring that pupils learn about a range of other religions and worldviews. Through this learning, pupils develop an understanding of diversity, challenge misconceptions and gain the knowledge needed to thrive in modern Britain.

Religious Education contributes significantly to pupils' spiritual, moral, social and cultural development. It provides opportunities for children to explore questions of meaning, identity, belief and belonging while developing respect for the beliefs and values of others.

### Curriculum Implementation

Religious Education is taught weekly throughout the school and follows a carefully sequenced programme of study.

In Key Stages 1 and 2, the Twinkl RE curriculum provides a progressive framework that develops both substantive knowledge (what pupils know about religions and worldviews) and disciplinary knowledge (how pupils investigate, interpret and evaluate religious and non-religious beliefs).

Teaching includes:

- Explicit teaching of key knowledge and vocabulary.

- Retrieval opportunities to strengthen long-term memory.
- Enquiry-based learning and discussion.
- Opportunities for reflection and critical thinking.
- Use of artefacts, stories, sacred texts and visual sources.
- Collaborative learning and debate.

Teachers encourage pupils to make links between beliefs, values and lived experiences whilst developing their ability to express informed opinions respectfully.

Where possible, learning is enriched through visits to places of worship, engagement with visitors from faith communities and participation in local events. These experiences help pupils understand how beliefs influence everyday life.

Cross-curricular links are made where appropriate, particularly with English, history, geography, art and music, whilst maintaining the integrity of Religious Education as a distinct subject.

## Curriculum Impact

The impact of our Religious Education curriculum is demonstrated through pupils' ability to:

- Recall and apply knowledge about religions and worldviews.
- Use subject-specific vocabulary accurately.
- Explain similarities and differences between beliefs and practices.
- Ask thoughtful questions and explore different viewpoints.
- Reflect on their own beliefs and values.
- Show respect and understanding towards people from different backgrounds.

Assessment is ongoing and informs future teaching. Teachers use questioning, discussion, observations and written outcomes to assess understanding and address misconceptions.

The subject leader monitors standards through:

- Lesson visits.
- Book scrutiny.
- Pupil voice.
- Curriculum reviews.
- Assessment monitoring.

This ensures that pupils build secure knowledge over time and that teaching remains effective and consistent across the school.

## Early Years Foundation Stage

In the Early Years Foundation Stage, Religious Education is delivered through the Understanding the World area of learning and is informed by the Sunderland Agreed Syllabus for Religious Education.

Children are introduced to special people, stories, celebrations, places and beliefs through meaningful, age-appropriate experiences. Learning focuses on developing children's understanding of themselves, their families, their community and the wider world.

Through stories, role play, discussion and exploration, children learn about Christianity and other faiths represented within the school and local community. They begin to recognise similarities and differences between people and develop respect for the beliefs and traditions of others.

Learning is practical, play-based and supported through high-quality adult interactions. Staff encourage children to ask questions, explore ideas and develop curiosity about the world around them.

These experiences provide strong foundations for future Religious Education learning and support progression into Key Stage 1.

## **Inclusion**

Religious Education is fully inclusive and accessible to all pupils.

Teaching is adapted to meet the needs of all learners, including pupils with SEND, disadvantaged pupils and those with English as an additional language. Appropriate scaffolds and support ensure all children can access the curriculum and achieve success.

The curriculum promotes equality, celebrates diversity and challenges stereotypes. It supports pupils in developing respect for others and understanding different perspectives.

## **Resources**

Resources are organised centrally and are available to all staff.

These include:

- Religious artefacts.
- Sacred texts.
- Photographs and visual materials.
- Digital resources.
- Books and reference materials.

Resources are regularly reviewed to ensure they accurately represent different religions and worldviews and support respectful teaching.

## **Withdrawal**

Parents have the legal right to withdraw their child from all or part of Religious Education.

Requests for withdrawal should be made in writing to the Headteacher.

Teachers have the right to withdraw from teaching Religious Education in accordance with statutory guidance.

# Monitoring and Review

The RE Subject Leader is responsible for monitoring the quality of teaching and learning in Religious Education.

Monitoring activities include:

- Lesson observations.
- Book looks.
- Learning walks.
- Pupil discussions.
- Curriculum evaluation.

Findings are used to identify strengths, inform professional development and support ongoing curriculum improvement.

This policy will be reviewed annually to ensure it remains compliant with statutory requirements and reflects current educational guidance and best practice.

**Headteacher:** Mr Robson

**Chair of Governors:** \_\_\_\_\_

**Next Review:** May 2027