



FULFEN
Primary School

Leading the way
to a brighter future

Love of Learning... Encouraging... Adaptable... Determination...

Religious Education Policy

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Curriculum Aims

Religious Education is a compulsory subject and forms part of the National Curriculum to which every pupil should have access. It can provide the foundation for many people's lives and promote acceptance and understanding of other beliefs. Through the teaching of RE we aim to promote the spiritual, moral, and cultural development of all pupils. The RE syllabus that we are currently following at Fulfen Primary school is the 'Staffordshire Agreed Syllabus for Religious Education 2023-2028'. At Fulfen Primary School, we enable children to develop a sound knowledge for the following major religions, Christianity, Islam, Sikhism and Judaism. Both religious and non-religious world views are studied. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help children learn from religions as well as about religions.

Religious Education is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. The principal aim of RE in the Staffordshire agreed syllabus is:

- 1) An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms; By exploring religious beliefs, teachings and practices – so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience and living within a faith community.
- 2) A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values; By engaging with fundamental questions – so appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions- so gaining skills to be able to relate the things studied and discussed, to their own experience.
- 3) A growing range of the social, spiritual, and emotional skills and dispositions appropriate to living well in a religiously plural and open society; By reflecting – on the reality of religious diversity and on the issues raised by living in a diverse world - so developing skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice.

Curriculum Organisation and Planning

- Children will learn about religions and religion – to ensure that religious education provides breadth and balance in both content and approaches to learning so that they become religiously literate.
 - Children will learn from religions and religion – to ensure that they are able to:
- 1) create meaning, find relevance, and develop personally from their engagement with religious education.



- 2) explore human experience and questions by addressing values, ultimate questions and fundamental concerns about themselves and the world in which they live.
- We provide opportunities for children of all abilities to develop their skills and knowledge in each unit and ensure the planned progression built into the syllabus offers the children an increasing challenge as they move through the school. KS2 builds upon KS1, KS1 builds upon the Foundation Stage. In addition, certain skills and attitudes are encouraged e.g. learning to respect the skills of others, asking questions and listening to others, personal reflection on life and its values.
 - Children with Special Educational Needs will access the R.E. study units at their own level by beginning with where the children are and developing their skills, knowledge and understanding at a rate that is challenging but appropriate for the individual child.
 - The teaching and learning strategies within RE lessons will vary through reading and writing opportunities linked to the English curriculum as well having the opportunity to be creative in its broadest sense, including: thinking; doing; imagining; responding; speaking and listening; problem solving; as well as the creative and expressive arts.
 - Teachers should ensure that their children have opportunities to encounter religions, faith and commitment through visits and visitors.
 - Gifted and talented pupils will be offered differentiated opportunities, where appropriate, to extend their learning in order to reach their true potential.
 - The children may use ICT to research and present their work. This will require discernment in their use of sources. Virtual tours of places of worship are used where actual visits are not possible.

At Fulfen Primary School, 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 follows the Staffordshire Agreed Syllabus for Religious Education 2023-2028, using the Discovery RE scheme of work. Please be aware that the levels contained in Discovery RE match the current nationally agreed attainment descriptors at the time of implementation. As the locally agreed syllabus is reviewed and changes are made to the national requirements it may be necessary to move to a different method of measuring progress and attainment.

By following Discovery RE at Fulfen Primary school we intend that Religious Education will:

Adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.

Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.



Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.

Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.

Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.

Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Develop a sense of awe, wonder and mystery. Nurture children's own spiritual development.

Organisation

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied. Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's views and beliefs and those of the believers of that religion is always encouraged and that any artefacts are handled with respect and care.

Time spent on R.E:

FS & KS1: 36 hours (1 hour per week)

KS2: 45 hours (1.25 hours per week)

Teaching and Learning

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions.

We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.



Children carry out research into religious topics. They study religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies. We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

Early Years Foundation Stage

It is important in the foundation stage to give children a broad, play based experience of RE in a range of contexts, including outdoor play. Early years learning environments should feature RE scenarios based on experience in the real world, such as in role play. We teach RE to all children in the school, including those in the reception class. In reception class, RE is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage Curriculum, we relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

Assessment and Feedback

Assessing RE is an integral part of teaching and learning and central to good practice. It should be process orientated reviewing the way that techniques and skills are applied purposefully by pupils to demonstrate their knowledge and understanding and skills that they have developed during a particular unit. As assessment is part of the learning process it is essential that pupils are closely involved. Assessment can be broken down into;

- *Formative assessments* are carried out during and following short, focused tasks and activities. They provide pupils and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- *Summative assessment* should review pupils' capability and provide a best fit level. Use of independent open-ended tasks, provide opportunities for pupils to demonstrate capability in relation to the term's work. There should be an opportunity for pupil review and identification of next steps. Summative assessment should be recorded for all pupils showing whether the pupils have met, exceeded, or not achieved the learning objectives.
- Teachers will use assessments to form a judgement as to whether each child has reached the targets for each key question in their year group using the outcomes on the Discovery RE scheme. Evidence of work will be highlighted in children's books, on photographs, videos, and notes on discussions with children etc. This will demonstrate achievement of objectives.

RE books are marked using red pen. Each class uses the agreed marking symbols when giving feedback. Correct homophones must be addressed, and words children should know how to



spell. KS1 to be shown the correct spelling and in KS2 children to look and find how to spell a correction. Spelling corrections to be copied 3 times. Use of marking stickers 'Lets celebrate' and 'next steps' to be used.

Use of Technology

iPads are used in lessons as a tool to assist with learning and to make tasks more efficient or more effective. Pupils can creatively apply what they have learnt to enable them to know and remember more as well as develop critical thinking and creative skills. Technology is used to capture pupils' imagination; support learning by removing the cognitive load; deepen understanding or scaffold learning within a lesson. Technology is used in RE to:

- Photograph and labelling
- Collecting ideas
- Recording verbal responses
- Videoing practical activities
- Creating digital content
- To support with reading texts
- To use voice to text to support written work
- To support with research, spellings and synonyms
- Making web pages more accessible to pupils

British Values & Culture

Our school reflects the British values in all that we do. We aim to support our children throughout their primary school journey so they can develop into safe and caring individuals who will become democratic, responsible and tolerant adults who will make a positive difference to the society they live in. Some of the ways in which British values are embedded within [enter subject] are:

- lessons should reinforce messages of tolerance and respect for others
- Provide opportunities to visit places of worship from different faiths
- Promote diversity through celebrations of different faiths and cultures

Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Personal, social and health education (PSHE) and citizenship

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs (Key stage 2) and health education. We also



promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society.

Scaffold and Challenge

We believe that all children have the right to access the RE curriculum. To ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. We teach the RE curriculum to all children, whatever their ability. Through the teaching of RE we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate we may support SEN children in small groups or on a one-to-one basis.

Monitoring and Evaluation

Monitoring will support the self-evaluation process identifying areas of strength as well as those for development. The RE Lead is responsible for the monitoring of this policy. Areas for development will be incorporated into the School Improvement Plan as necessary.

Through monitoring the coordinator will:

- Ensure that there is clear progression throughout the school
- Analyse assessment data and pupil progress
- Identify any training needs and offer extra support and guidance to staff when it is appropriate
- Ensure that there are suitable resources to help with the teaching and learning of RE

Roles and Responsibilities

Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements



RE Policy

- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject Lead

The subject lead will:

- produce a curriculum map for staff to follow. This will be updated as necessary.
- provide extra resources needed to plan the subject.
- provide training and support for staff in the implementation of the curriculum.
- order resources as necessary.
- monitor the implementation of the subject by book looks, questionnaires, pupil interviews, iPad monitoring, planning and display monitoring and learning walks.
- give individual feedback to staff.

Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.



Withdrawal from RE Learning

Parents may request that their child is withdrawn from R.E. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents first meet with the Headteacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing body will decide with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time. We are mindful that everyone holds different beliefs, and this is taken into consideration at Fulfen Primary School and in RE lessons.

Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Relationship Policy
- Safeguarding Policy
- SEND Policy
- Online Safety Policy

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

