



Religious Education (RE) Policy

**Adopted: Spring 2023
Review: Spring 2026**

POLICY FOR RELIGIOUS EDUCATION

INTENT

At Meadgate, we help all children to develop an understanding of the place that religion plays in people's lives and how it has influenced history and our society and continues to do so.

We will use Essex SATRE Agreed Syllabus as our scheme of work and we will make meaningful links with other subjects of the curriculum. Our aim is to instil curiosity for and tolerance towards world religions and to help children understand about faiths, beliefs and how religion has influenced the development of society and the community in which we live. Through the scheme of work, we aim to make links between the beliefs and practices of people from world faiths with aspects of the children's own lives, whether religious or otherwise.

Where parents request that their children be withdrawn from the teaching of RE, other appropriate educational provision will be made for them.

We aim to enable all children to:

1. Investigate and understand the beliefs and practices of world religions.
2. Investigate how religions and other world views address questions of meaning, purpose and value.
3. Investigate how religions and other world views influence morality, identity and diversity.
4. Develop tolerance, understanding and acceptance of the beliefs and practices of others in this country and around the world by relating these to their own lives, where possible.
5. To know about and understand a range of religious and non-religious world views by learning to see these through theological, philosophical and human/social science lenses.
6. To express ideas and insights about the nature, significance and impact of religious and non-religious world views through a multi-disciplinary approach.
7. To gain and deploy skills routed in theology, philosophy and human/social sciences engaging critically with religious and non-religious world views.

IMPLEMENTATION

1. We will begin the teaching of religious education in EYFS as the children begin to encounter religions and other world views through learning about special people, books, times, places and objects-
2. As the children move into Key Stage 1 they will build on earlier work using the agreed syllabus as the guidelines for teaching and learning. Teaching and learning will focus on world faiths, alongside understanding of non-religious approaches to life.
3. At Key Stage 2 teaching and learning will be extended to the study of the main world religions including Buddhism and Humanism, alongside developing understanding of non-religious approaches to life.
4. At all key stages, links will be made with the teaching of English through the use of stories, plays and poems from the bible and other religious and moral sources.
5. Religious Education will provide an opportunity for the development of oracy, writing and of thinking and reasoning skills.
6. Other foundation subjects will be linked with Religious Education as children use these subjects to communicate what they have learnt.
7. Religious education will be linked with PSHE where children are encouraged to consider their place in families, groups in society and society in general and to reflect upon their own feelings relating to this.
8. On every appropriate occasion, teachers will use first-hand experience, visits, visitors, such as parents or other family members, artefacts, photographs, online videos and the local and wider environment to engage children's interest and imagination.
9. Through their understanding of the different faiths and beliefs children will be encouraged to develop their feelings, tolerance, empathy and understanding for others.
10. Through their understanding of world religions, children will develop an understanding of the morals and values of the British society in which they live.
11. Children will learn about rights and responsibilities, moral, spiritual, social and environmental issues.

IMPACT

The teaching and learning of Religious Education should promote excellence and enjoyment of learning. High-quality RE will support pupils' religious literacy. In the context of this syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live. RE is primarily about enabling pupils to become free thinking, critical participants of public discourse, who can make academically informed judgements about important matters of religion and belief which shape the global landscape.

Parents, carers and family members will be encouraged to be involved in the children's religious education learning. Religious Education will enable children to articulate their own views about religion and world views, developing understanding and cultivating mutual respect, empathy and tolerance for the views and practices of others. Religious Education will help equip the children for life in an inclusive society.

EYFS

In Reception as an integral part of our topic work, our teaching in RE matches the aim of developing a child's personal and social development as set out in the ELGs.

RE at EYFS will prepare children for the multi-disciplinary approach. Pupils begin to understand religion and worldviews in terms of special people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about stories which may raise puzzling and interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, and practices and forms of expression associated with religion and worldviews.

SEND and inclusion

We teach RE to all children, regardless of their ability. We aim to provide learning opportunities matched to the individual needs of children. Intervention through School Action and School Action Plus will lead to the creation of a One Plan. When teaching RE, teachers take into account the targets set for the children in their One Plans.

For gifted and talented pupils, teachers try to provide additional opportunities to stretch children's understanding and recording of their learning.

Monitoring and review

The planning, monitoring and coordination of the teaching in RE are the responsibility of the RE subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in the subject, and by providing a contact point for lead and direction for RE;
- uses allocated time to review evidence of the children's work and, if possible, to observe RE lessons across the school.

This policy will be reviewed every three years.