



Religious Education Policy



To be reviewed: Summer 2026

Rationale and Intent

At Dothill Primary School we recognise the importance of religious education in fostering values such as respect, tolerance and empathy towards all, which are important within our school community and our diverse society. Children are taught about different religions, beliefs, values and traditions and their influence on individuals, communities and cultures. We aim to provide children with the opportunity to develop, build and master their knowledge and understanding of their beliefs and values. This greater self-awareness will develop responsible citizens who are ready to contribute positively to our society and the wider world.

The principle aims of religious education, from the Telford and Wrekin SACRE agreed syllabus are:

- To stimulate interest and enjoyment in the education of religious education.
- To prepare pupils to be informed, respectful members of society who celebrate diversity and strive to understand others.
- To encourage students to develop knowledge of the beliefs and practices of religions and worldviews, to develop informed opinions and an awareness of the implications of religion and worldviews for the individual, the community, and the environment.
- To enable pupils to consider their own responses to questions about the meaning and purpose of life.

The core of our religious education curriculum is the locally agreed syllabus: Standing Advisory Council for Religious Education (SACRE).

RE is taught in accordance with the approved Telford & Wrekin Syllabus for Religious Education (RE). Telford & Wrekin's Agreed Syllabus recognises that religion, worldviews and ways of living are dynamic and real in the lives of individuals and communities across the local community, the nation and the world. The following religions have been selected for study:

- Christianity/Understanding Christianity
- Islam
- Judaism
- Hinduism
- Buddhism
- Sikhism

The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group; time allocation has been carefully considered to provide children with opportunities to master key concepts.

All children have access to a high-quality, ambitious religious education curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

Teaching and Learning

At Dothill, RE is taught using curriculum units and non-statutory new lesson plans produced by Telford and Wrekin Education Department. Pupils will be taught 21 units of work which will be covered from EYFS to Year 6 (three units per year group). Christianity features in 14 of the 21 units selected. Pupils will learn from Islam in 9 of the units and Judaism in 5 of the units. Pupils will learn from Sikhism in 4 of the units and from Hinduism in at least 2 of the units.

Religious education helps to develop a balanced view of the multi-cultural society which we live in without compromising the faith, non-faith, or cultural background of any pupil. We ensure learning is sensitive to the needs of different ethnic groups. All pupils are listened to and views are respected.

During most religious education lessons children are posed a question to encourage wider thinking and explore their own and others' viewpoints. Most lessons are discussion based and provide pupils with the opportunity for self-reflection.

Within the lesson, teachers check pupils understanding effectively and address any misconceptions swiftly. The curriculum is designed and delivered in a way that allows pupils to know more and remember more. Key concepts are embedded in their long-term memory so they can apply them fluently.

Foundation Stage

The EYFS curriculum includes rich opportunities for children to understand similarities and differences between different religious and cultural communities. This is taught mainly through religious stories, celebrations and festivals. Throughout the whole of the Foundation Stage, the pupils will have opportunities to build and apply their understanding of religious education both inside and outside and role play is used to explore stories such as Rama & Sita, The Nativity, The story of Nian and The story of Ramadan.

Key Stage 1 and 2

In Key Stage 1, children will learn about Jewish and Christian beliefs about the beginnings of life and the Earth's 'Creation'. They will have the chance to express thanks and be creative themselves. Children will learn about stories from religions and think for themselves about what the stories mean and why they matter very much to Christians and Muslims. Children will discover the uses and designs of holy buildings. They will build their knowledge of worship and learn what makes a sacred building. Children will develop an understanding of symbols and learn that symbols can mean different things to different people. They will begin to explore sacred texts from different religions.

In Key Stage 2, children begin to find out about festivities in Hindu life, making links to their own experience of religious or family celebrations. There are opportunities for pupils to look below the surface of religious practice to think about religious beliefs and ideas as well. Children learn about who they care for and how they show this and learn about examples of caring shown in different religions. They will be able to think for themselves about questions to do with how they show they care for others. Children explore key aspects of life and death for Christians, Muslims and Hindus. They think about their own lives as a journey, develop understanding of the 'milestones' in life's journey. Children

will continue to build upon their understanding of sacred places as they explore features and artefacts found in sacred places and the importance of special or sacred places in their own lives and those of others. Children explore key aspects of Jesus' life and teachings. Children learn about the practice of prayer in Jewish and Muslim traditions. Pupils explore the feelings - of peace, challenge or the presence of the divine - that Muslims and Jews may find in prayer, making links to their own feelings. Pupils will begin to learn about the views of Humanists and also learn about Islamic Relief and Christian Aid. Children will gain knowledge and understanding about Christian and Buddhist teaching on behaviour and action. Pupils encounter some ideas and practices from the six principal religions in the UK. Pupils are encouraged to consider what can be learned from examples of their own experience and from the teaching of different religions and beliefs about the values of respect for all.

Curriculum Documents for Religious Education can be found on the curriculum pages of the school website:

<https://www.dothillprimaryschool.co.uk/key-information/curriculum>

- RE Curriculum Statement
- RE Curriculum Overview
- RE Progression Document EYFS/KS1
- RE Progression Document Lower KS2
- RE Progression Document Upper KS2
- RE Coverage Document

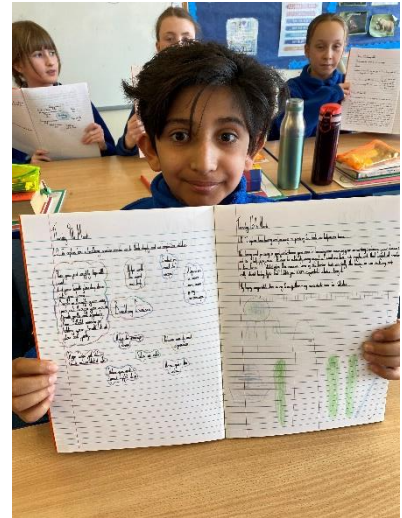
Planning

Every year group has a yearly curriculum map that outlines the key areas of religious education which will be taught throughout the year. This ensures that an adequate amount of time and coverage is allocated to each key area.

Detailed medium-term planning from SACRE supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new concepts. Within this document, key objectives and vocabulary are outlined giving the children time to master new substantive concepts. Progression documents used to support the medium-term plan, to ensure that staff are delivering a consistent and challenging curriculum that builds on prior learning.

Assessment

Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. At the beginning of each lesson the class teacher will share a learning objective and success criteria with the children. This informs them what they are learning and the steps they need to take to be successful. The teacher will assess the pupils against the success criteria. The assessment will be based on the pupil's application of taught knowledge through class discussion, answering questions, practical activities and if appropriate written work. This supports in identifying gaps in knowledge and understanding enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.



At the beginning of each unit of work the pupils will independently take a quick quiz, that will assess to see what they already know. The quick quiz will assess pupils' knowledge of technical vocabulary and key knowledge. This quiz quick will then be taken at the end of the unit of work to show progress.

Recording

We use our foundation books to record pupils work from Religious Education lessons. This can be recorded in a range of ways depending on the task. As many RE lessons are discussion based, evidence of learning may be recorded as a blurb or pupil voice. Artefacts and role play are also used during RE lessons therefore learning may be captured using photographs. There may also be written evidence in the foundation books, particularly in Key Stage Two. Examples of children's work may be displayed in classrooms or in year group corridors to share with others.

Resources

RE resources such as texts and artefacts are stored in the resources room. They are organised into labelled boxes and sorted by religion. These resources can be accessed at any time by all members of staff. It is essential that staff return these resources when they have finished using them. The subject leader is responsible for monitoring this. In each class book area there are texts related to a range of religions for children to read. In addition to books available in school, teachers have access to the MDT Library Service. A range of resources are available on request including books, big books, artefacts, costumes, posters, music, musical instruments and themed topic boxes. These can be loaned out to schools to enhance learning opportunities.

Role of the Subject Leader

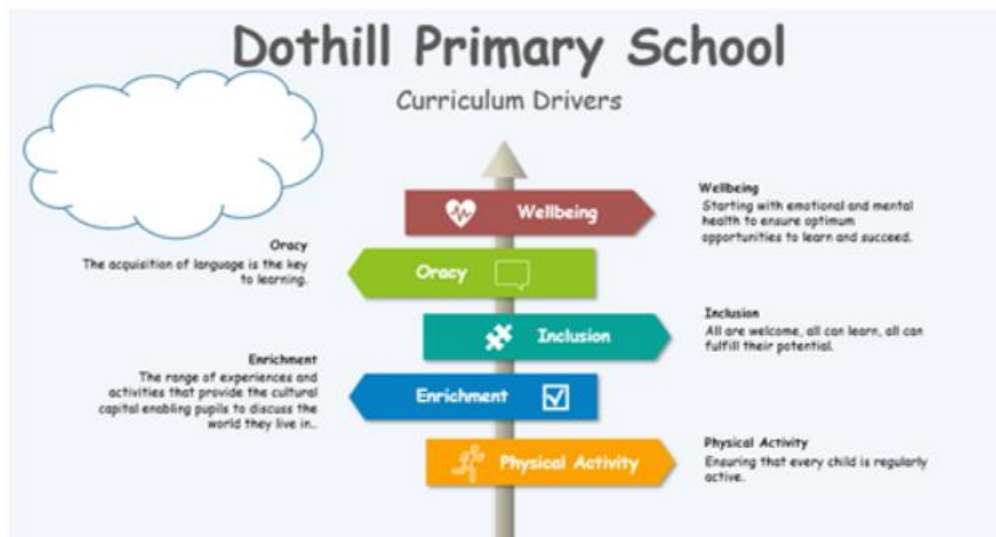
The role of the subject leader is to:

- Audit, identify, purchase and organise any Religious Education resources ensuring that they are readily available and well maintained.
- Document and review the agreed ways of working through a written policy document and scheme of work
- Advise and support staff in the planning and teaching of RE and developing their subject knowledge.
- Monitor the teaching and learning of RE through learning walks, work scrutiny, the monitoring of planning and pupil voice.
- Monitor outcomes for pupils and track pupil progress.

- Use feedback from monitoring to develop an action plan for RE with realistic and developmental targets.
- Report to SLT and Governors

Curriculum Drivers

At Dothill we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, in order to offer a range of experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In RE enrichment includes whole school learning days throughout the year in which children find out about religious celebrations or festivals from different cultures. Educational visits to a variety of places of worship are planned throughout the year. This includes a whole school carol service at Christmas and workshops at Easter for KS1 at our local church. School assemblies take place weekly which focus on our school values, singing, British Values and religious festivals or remembrance days. Music is played upon entry to and from the hall for the pupils to reflect upon.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values – happiness, respect, responsibility, creativity, honesty, enthusiasm, confidence, kindness, cooperation and fairness – we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. In religious education, children are given opportunities to share their values, opinions and beliefs with others. This teaches children that we all have a right to be heard and listened to and develops their sense of self-worth. It encourages pupils to develop their sense of identity, belonging, respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Oracy – Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In RE, oracy is developed through peer discussion. Children are taught key vocabulary and terminology and are expected to use this fluently when sharing their ideas with others.

Physical activity – Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. At Dothill, we build physical activity into religious education through role play. Role play is used to teach children about religious stories from a different religions in EYFS, KS1 and KS2.

Inclusion – Religious education is available to all pupils at Dothill. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

Spiritual, Moral, Social and Cultural Development

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Through our RE curriculum we aim to provide pupils with opportunities to explore and develop their own values while developing a positive and caring attitude towards others.

Spiritual- Spiritual development means the growth in pupils' ability to make sense of their own lives and experiences. Throughout the teaching of RE children will have opportunities to discuss, explore and reflect on key questions about the meaning of life and their sense of belonging. Children will think about how we all have different spiritual journeys through life depending on our personal experiences. Some pupils may make a personal commitment to an ideal or to a religious view of life. For some pupils spiritual development may take a different form. For example, awe and wonder of the power of nature, an awareness that the truth lies beyond the surface of things or being moved by compassion or a sense of justice. In learning about different religions, pupils will have the opportunity to learn from their experiences, to reflect on and interpret spirituality in their own lives.

Moral- During RE lessons, children will be taught about our responsibility for others and asked to consider the concepts of right and wrong. They are posed moral questions and asked to reflect on moral dilemmas. Pupils will explore the impact of morality and how core values can make a difference to our community and to society. They will learn to respect themselves and be sensitive to the needs and experiences of others, including considering the effect our actions have upon other people.

Social - Children explore the similarities and differences in religions and cultures though which pupils will make links between faith and personal action in everyday life. Children become aware of the

impact that religion has in society by exploring the way in which religion affects daily life. Within Religious Education pupils are given the opportunity to develop their social skills through debate, discussion, speaking and listening, partner and group work.

Cultural – Throughout the teaching of RE children are taught about a range of cultures and their practices. Children will learn about a range of different religious traditions and celebrations. Our pupils are encouraged to accept, respect and celebrate diversity. This greater self-awareness will develop responsible citizens who are ready to contribute positively to our multi-cultural community and society.

Use of ICT

Information and communication technology enhances the teaching of RE wherever appropriate in all key stages. It broadens the range of resources available to pupils to enable them to learn about different cultures and religions. There are many useful websites to support the teaching of RE in both KS1 and KS2. Children can also use ICT to explore places of worship via virtual tours if visits are not possible. In addition, ICT can be used by pupils to record their work in a digital format on the laptops. iPads are regularly used by staff to photograph practical tasks during RE lessons to evidence the learning that has taken place.

Online Safety

As part of our commitment to safeguarding, online access during lessons is carefully planned for and monitored. Pupils may use specific content, videos, models, images on the computer. These will be carefully selected by the teacher to ensure that they are appropriate and safe. SENSO software is used across school to monitor and manage computer activity on any computer device.

Equal Opportunities

Equal opportunities are considered when we decide upon the teaching strategies that we employ and the resources that we provide. In our curriculum planning we ensure that all pupils, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extracurricular activities, all areas of the grounds, equipment and resources, the staff and time to contribute to whole class and group work.

Impact

The impact of our religious education curriculum is that:

- Pupils make good, informed choices and have a sense of right & wrong
- They question using their substantive knowledge when making comments about the different content in the RE curriculum
- Pupils are respectful, tolerant and polite
- Pupils apply their religious understanding to their personal lives
- They are aware of the ever-changing climate and culture
- Pupils build accurate knowledge about the complexity and diversity of global religion and non-religion.