



Religious Education (R.E) Policy

Believe, Achieve, Celebrate

Intent

Aims and objectives

At Thurnby Mead Primary Academy, Religious Education (RE) provides pupils with opportunities to explore and reflect on some of the most fundamental beliefs, values, and traditions in depth, recognising religion and worldviews as central to individuals, culture, and communities. We enable pupils to develop a sound knowledge, not only of Christianity, but also of other world religions, especially those that are the main faiths of pupils within our school. Pupils reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding.

Our curriculum encourages respect, curiosity and understanding in our diverse school community.

We follow the Kapow Primary RE scheme, fully aligned with the Leicester Agreed Syllabus, ensuring our pupils learn about a range of religious and non-religious worldviews in a balanced, meaningful way.

Our objectives in the teaching of RE are:

- To enable pupils to develop knowledge and understanding of a range of religions and worldviews, including Christianity, Islam, Hinduism, Sikhism and non-religious worldviews (e.g., Humanism).
- To develop an awareness of spiritual and moral issues arising in their lives.
- To reflect on big questions about identity, meaning, purpose, and values.
- To understand what it means to belong to a faith or worldview community.
- To develop respect for different beliefs and ways of life, celebrating the diversity of Leicester and wider society.
- To begin to think critically, ask thoughtful questions, and express reasoned opinions.
- To explore and articulate their own beliefs, values, and sense of identity.
- Demonstrate compassion, tolerance, and cultural understanding, preparing them for life in modern Britain.

Legal Requirements

RE is a statutory subject for all pupils, including those in the Early Years Foundation Stage. Our curriculum fulfils the requirements of:

- The Education Reform Act (1988) (ERA 1988)
- School Standards and Framework Act

The ERA (1988) stipulates that parents and carers have the legal right to withdraw their child wholly or partly from RE if they so wish, following written request to the school Academy Councillors. We encourage discussion before withdrawal so that families understand our inclusive and educational approach.

The ERA (1988) Act also states teachers may withdraw from teaching RE with written notice to the school Academy Councillors.

Religious Education at Thurnby Mead Primary Academy plays a vital role in children's spiritual, moral, social and cultural development and helps prepare them to be respectful, active citizens. We follow the Kapow Primary RE curriculum, which is fully aligned with the Leicester Agreed Syllabus and meets all statutory requirements. In line with the law, our curriculum reflects that the religious traditions in Great Britain are primarily Christian, while also recognising and valuing the diverse beliefs and worldviews represented in our school, Leicester, and wider society.

Implementation

Teaching and learning style

RE teaching at Thurnby Mead Primary Academy focuses on enabling pupils to think as religious enquirers, developing curiosity, respect and understanding of different beliefs and worldviews. We place emphasis on building pupil's cultural capital by providing authentic learning experiences, including handling religious artefacts, exploring sacred texts and stories, and engaging with members of faith and belief communities.

Pupils have opportunities to visit places of worship across Leicester and welcome visitors from different religious and non-religious backgrounds to share their lived experiences. We recognise the importance of stories, reflection, discussion and questioning in RE, and use these approaches to spark interest and deepen understanding.

Through enquiry-led units, pupils learn that beliefs and practices can be interpreted in different ways and develop critical thinking skills by asking thoughtful questions such as

“How do we know?” and “What does this mean for believers today?” They are supported to reflect on their own views respectfully and appreciate the perspectives of others.

We recognise that in all classes, pupils have a wide range of ability and prior experience in relation to religion and belief. As such, we provide suitable learning opportunities for all pupils by matching the challenge to the needs of each learner. We achieve this by:

- setting open-ended enquiry tasks with multiple possible responses
- providing tasks of increasing challenge
- using flexible grouping and targeted questioning
- offering resources and vocabulary scaffolds appropriate to pupils’ needs
- using teaching assistants to support individuals and groups
- valuing pupil’s own experiences, backgrounds and beliefs as a resource for learning

RE curriculum planning

RE is a statutory subject within the National Curriculum framework. We follow the Kapow Primary RE curriculum, which is fully aligned with the Leicester Agreed Syllabus and mapped across EYFS to Year 6 to ensure coverage, progression and balance of religions and worldviews. Medium-term plans outline key enquiry questions, learning objectives, vocabulary and assessment opportunities.

We ensure children of all abilities can make progress in their understanding of religion and belief. Progression is built into the planning so that children revisit key concepts and develop increasing challenge in enquiry, theological literacy, reflection and evaluation as they move through the school.

The Foundation Stage

We teach RE in Reception as an integral part of the Early Years Foundation Stage curriculum through the area Understanding the World. Learning is holistic and play-based, incorporating stories, celebrations, artefacts, sensory experiences, role-play and discussion. Children develop awareness of family traditions, values, festivals and beliefs, and begin to use language associated with religion and diversity in developmentally appropriate ways. They are supported to notice similarities and differences, show curiosity and respect, and reflect on their own experiences and feelings.

The contribution of RE to teaching in other curriculum areas

RE contributes to other curriculum areas by:

- Supporting PSHE/RSE through reflection on values, relationships and respect
- Enhancing English through discussions, storytelling, reading and writing
- Developing curiosity and questioning skills linked to Oracy
- Supporting SMSC and British Values, including tolerance, diversity and democracy
- Contributing to Geography through world knowledge and cultural understanding
- Enriching Art, Music and Drama through creative responses to beliefs and celebrations

RE and inclusion

At Thurnby Mead, we teach Religious Education to all pupils, recognising and valuing every child's unique background, ability and learning needs. RE forms an important part of our commitment to providing a broad, balanced and inclusive curriculum, where every child can access learning and make good progress.

We ensure that all pupils, including those with SEND, disabilities, English as an Additional Language, or those with higher abilities, are appropriately supported and challenged. This may include adapted tasks, visual and vocabulary support, scaffolded resources and adult support where needed. Our teaching reflects the diverse faiths, cultures and worldviews within our school and wider community, helping all children to feel represented and respected.

Where a pupil's progress may fall outside expected levels, we work closely with families and staff to identify any additional needs and provide targeted support. Further information can be found in our SEND and EAL policies.

All pupils have access to the full range of RE learning experiences, including visitors and visits to places of worship. Risk assessments are completed for all educational visits to ensure activities are safe, inclusive and accessible for every child.

Impact

Pupils demonstrate their understanding and skills in RE in a variety of ways. Younger pupils might, for example, role-play a festival, retell a religious story, or reflect through drawings, while older pupils may produce presentations, posters, or reflective journals exploring religious beliefs, practices, or ethical questions. Teachers assess pupil's learning both formally and informally during lessons, providing verbal or written feedback to guide their progress. Older pupils are encouraged to evaluate their own learning and consider ways to

improve their work. At the end of each unit, teachers may use quizzes, discussion, reflection tasks, or self-assessment to judge understanding.

At the end of the academic year, class teachers make a summary judgement about each pupil's attainment in RE in relation to the expected learning outcomes from the Kapow curriculum and Leicester Agreed Syllabus. This information is used to track progress over time and passed on to the next teacher to ensure continuity.

Each class keeps an RE floor book containing samples of pupils' work from that year group. These floor books demonstrate expected levels of achievement, showcase how pupils explore beliefs, values, and ethical questions, and provide examples of progress over time. They also serve as a reference for teachers, support moderation, and allow pupils to reflect on their own learning. The RE Subject Leader reviews these floor books every half term to monitor progress, ensure curriculum coverage, and provide support and guidance to staff.

Resources

There are sufficient resources for all RE teaching units. Artefacts, books, images, and digital resources are stored centrally, with a set of key resources for each unit of work to support children's independent enquiry.

We enhance our RE provision through engagement with local faith communities, workshops, and visits to places of worship, providing first-hand experiences that support learning in meaningful and memorable ways.

Monitoring and review

The coordination and planning of the RE curriculum are the responsibility of the RE Subject Leader, who also:

- Supports colleagues in their teaching, keeping informed about current developments in RE and providing strategic direction for the subject.
- Uses allocated management time to review pupil's work, observe lessons, and ensure the curriculum is being delivered effectively.
- The quality of teaching and learning in RE is monitored and evaluated by the Subject Leader as part of the annual monitoring cycle.

This RE policy will be reviewed at least every two years to ensure alignment with the Kapow curriculum and the Leicester Agreed Syllabus, and to reflect current best practice in teaching RE.

Signed: Khadija Desai

Review date: November 2025

Next review date: November 2026