



# Religious Education (R.E) Policy

*Believe, Achieve, Celebrate*

**To be reviewed November 2025 or sooner to reflect new agreed syllabus Jan 2025**

## **Intent**

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Thurnby Mead Primary Academy, we develop the children's knowledge and

understanding of the major world faiths, and address fundamental questions concerning, for example, the

meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not

only of Christianity but also of other world religions, especially those that are the main faiths of children

within our school. Children reflect on what it means to have a faith and to develop their own spiritual

knowledge and understanding. We help the children to learn from religions as well as about religions.

## **The aim for our children:**

- to develop an awareness of spiritual and moral issues arising in their lives;
- to develop knowledge and understanding of Christianity and other major world religions or value systems adhered to in the UK;
- to develop an understanding of what it means to be committed to a religious tradition;
- to be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;
- to develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today;
- to develop their investigative and research skills, in order to hold reasoned opinions on religious issues;
- to show respect and tolerance for other people's views, and hence to celebrate diversity in society.

## **Statement of the law**

Our school curriculum for RE meets the requirements of the '1988 Education Reform Act (ERA)' and 'The school standards and Framework Act, 1988'. The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents and carers to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the school Academy Councillors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school Academy Councillors. 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 is based on the Local Authority's Agreed Syllabus, and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are, in the main, Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

## **Implementation**

RE is a core subject in the National Curriculum. We plan our RE curriculum in accordance with the Agreed Syllabus for Leicester. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school. RE planning is based on the LA's Agreed Syllabus. RE is currently being planned and delivered following the school's long-term plan. RE is taught as a stand-alone lesson. Our medium-term plans give details of each unit of work for each term. The RE subject leader reviews these plans on a regular basis.

## **The Foundation Stage**

In foundation classes, RE is an integral part of Understanding of the World covered during the year. As the foundation classes are part of the Foundation Stage of the National 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.

## **RE and inclusion**

At Thurnby Mead, we teach RE to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through the RE teaching at Thurnby Mead, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching adaptations, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (a visit to a place of worship, for example, that involves a journey), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **Impact**

The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about progress and current developments in RE and providing a strategic lead and direction for this subject.
- writes an annual action plan which s/he evaluates the strengths and weaknesses in RE and indicates areas for further improvement.

**Next review date: November 2025**