

# Castle Primary School

## Religious Education Policy

Review Date: Feb 2026

This policy will be reviewed on a regular basis to ensure relevance, effectiveness and practicality. If at any time circumstances or situations should change in this subject area, the policy will be reviewed earlier than stated above.

### Overview

Religious Education (R.E) forms an important part of our school's spiritual, moral, social and cultural teaching.

R.E is a flagship subject for championing and promoting the teaching of thinking skills, British Values and creating strong links with the P.S.H.E curriculum. It provides opportunities for pupils to ask questions, seek answers and develop ideas in a quest to discover more about their own identity and that of others.

***Parents have a statutory right to withdraw their children from R.E and assemblies. However, because of the benefits of R.E within a broad and balanced, inclusive curriculum, we hope that any who may wish to do so will contact the school to discuss any matters of concern before making such a decision.***

### Curriculum Intent

Within their learning in R.E, pupils develop specific attitudes that are open, reflective and critical, alongside a skill base which allows them to be curious, play with ideas, empathise, listen, imagine, question, make links and reason.

Our teaching in R.E enables children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences of religious festivals to develop their religious thinking and encourage children in carrying out research into religious topics. Children discuss religious and moral issues in various group situations, using computing, art and drama to explore learning further. We also take the opportunities that the teaching of RE provides to promote a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions

### **Our pupils will:**

- Have the knowledge and tolerance of different religions and no religion.
- Explain how religious beliefs shape others' lives.
- Express feelings about their own identities and beliefs.
- Widen their view of the modern world by respecting the values of others whilst expressing their own.

## Curriculum Implementation

The subject of R.E is taught in line with recommendations based on the Staffordshire Agreed Syllabus set out by the Staffordshire **Standing Advisory Council on Religious Education** (SACRE) alongside the units of work from the Twinkl R.E scheme of work.

R.E is taught as part of our whole-school two year rolling programme. It is generally taught in the second half of each term to incorporate the festivals of Divali, Christmas, Hanukkah and Easter.

### EYFS

Areas of Learning Links: *Understanding the World – People, Culture & Communities; Personal, Social and Emotional Development; Communication and Language;*

Our Nursery and Reception children explore their own family's beliefs and culture, whilst learning about significant events / festivals in the Christian and Hindu calendar. Faith stories are shared and differences celebrated; children get the opportunity to role-play characters, handle artefacts and experience food from different cultures or faiths.

### Key Stage 1 and 2

Within our rolling programme, children explore 6 main religions across the key stages.

	Christianity	Islam	Hinduism	Judaism	Buddhism	Humanism
Key Stage 1	✓	✓	✓			
Lower Key Stage 2	✓			✓	✓	
Upper Key Stage 2	✓	✓				✓

Our focused areas of learning help the children to build on previous knowledge and skills as they progress from Year 1 to Year 6.

These are:

- Beliefs and Teaching.
- Rituals, Ceremonies and Lifestyles.
- How Beliefs Are Expressed.
- Time to Reflect and Personal Growth.
- Our Own and Others' Values.

### Assessment of R.E

Pupils are assessed at the end of each term / unit of work based on the knowledge and skills, outlined on our long-term plan and skills progression documents.

Pupils are assessed as:

Working Towards the Standard (WTS) - Shown as **2** on the school's tracking

Working at the Expected Standard (EXS) – Shown as **3** on the school's tracking

Working at Greater Depth Within the Standard (GDS) – Shown as **4** school's tracking

### Our Assessment of Learning procedures include:

- Informal notes on teaching plans
- Peer and self-assessment activities
- Marking of children's books
- Whole-school CPS marking procedure (see Marking Policy).

## **Curriculum Impact**

We firmly believe that a meaningful R.E curriculum is the key to children becoming tolerant and well-rounded adults.

Children will have extended their knowledge and have an understanding of religion and different beliefs, including the use of religious vocabulary and interpreting religious symbolism in a variety of forms. They will be able to deepen their reflection on questions of meaning, offering their own thoughtful and informed insights into religious and non-religious views of life's meaning and purpose. Children will also consider religious perspectives on contemporary social and moral issues

## **Monitoring Impact**

The Head Teacher, R.E Subject Leader and Governing Body manage a programme of monitoring and evaluation of the teaching and learning at Castle School. They use a range of strategies to assess the quality of achievements:

- Monitoring of planning and / or children's books
- Lesson observations
- Learning Walks
- Pupil Voice

Class teachers have a key role in the monitoring and evaluation of their work and that of the children in their class. The Headteacher works with the governing body to inform them about the work carried out within the school.