



**WILLOWBROOK MEAD**  
PRIMARY ACADEMY

# **Religious Education (R.E) Policy**

**Revised December 2024- To be reviewed December 2025 or sooner to reflect new agreed syllabus Jan 2025**

## **Intent**

At Willowbrook Mead, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences.

Children will develop communication and questioning through discussion and challenging questions about the meaning and purpose of life. They will develop a tolerance for a range of religions and worldwide views, enabling them to develop their ideas, values and identity. A sense of curiosity will also be developed as they learn about different beliefs in God, whilst respecting the rights of others to differ.

## **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.

## **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.