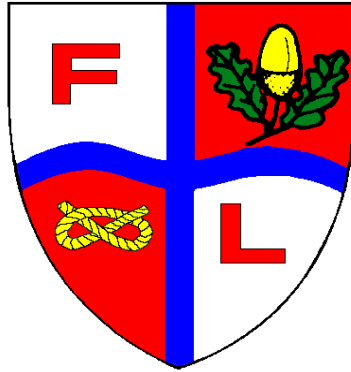




FLASH LEY COMMUNITY PRIMARY SCHOOL & NURSERY

RE POLICY

Produced by: Mrs T Sargeant

Approved by: Chair of Governors

To be reviewed: July 2028

Date: 13 July 2026

Introduction:

At Flash Ley Primary School, we believe that religion, beliefs and culture play an important role in shaping our values, attitudes and understanding of the world. These values are reflected in our school vision and in the way we treat others, the choices we make and the respect we show within our school community.

Religious Education (RE) is a statutory subject, which must be taught as per the law, that enables pupils to develop knowledge and understanding of the diverse religions, beliefs and worldviews that form part of modern British society. Through high-quality RE, pupils are encouraged to think critically, ask meaningful questions and explore ideas about faith, identity, morality, spirituality and the purpose of life.

We recognise that Religious Education makes a significant contribution to pupils' personal development and well-being. By promoting empathy, tolerance and mutual respect, RE helps our pupils to appreciate diversity, challenge stereotypes and develop the knowledge and skills needed to become responsible, respectful and active citizens in an increasingly multicultural society.

Intention:

At Flash Ley Primary School, we intend to provide all pupils, irrespective of their abilities, access to a challenging and varied religious education. Our aim is to encourage exploration, expansion of knowledge and thinking and a development of tolerance and respect of others through rich, personalised experiences. Pupils will build their confidence to explore the opportunities RE can offer them and develop their tolerance of others through WOW experiences. These experiences will afford our pupils the opportunities to fully engage and immerse themselves into a wide breadth of coverage of different faiths, religions and worldviews. Our pupils will become patient learners in an open-minded and diverse classroom and accept that not everyone shares the same beliefs or opinions but that is okay. This this will be the case for every child who attends our school regardless of background, prior experiences, need or religion.

Local councils are responsible for deciding the RE syllabus, therefore, Flash Ley follows the Locally Agreed Syllabus in Staffordshire (2023).

The national curriculum non statutory guidance for RE aims to ensure that all pupils:

- Answer thought provoking and challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- Explore their own beliefs (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives
- Build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- Teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice
- Prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.

Implementation:

The intended outcomes of RE within the Staffordshire Agreed Syllabus (2023) are that pupils should acquire, through the three themes:

1: Exploring) An increasing core of insightful knowledge concerning religions and beliefs and world views, both in Britain and in more global terms; By exploring religious beliefs, teachings and

practices – so acquiring knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience, living within a faith community and secular experiences.

2 Engaging) A developing capacity to engage with ultimate questions alongside the consideration of the responses from religious and non-religious groups and world views and to formulate their own sense of identity and values; By engaging with fundamental questions – so appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged, and by expressing and evaluating their personal responses to such questions- so gaining skills to be able to relate the issues studied and discussed, to their own experience.

3 Reflecting) A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society; By reflecting on the reality of religious diversity and on the issues raised by living in a diverse world - so developing skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice.

- RE is taught fortnightly throughout the school by all teachers using the Agreed Syllabus which we have adapted and personalised to our own curriculum. Please see the long-term plan/non negotiables
- Each half term includes an exciting WOW experience to make the learning come alive. This may also be a cross-curricular experience eg making stained glass windows, writing newspaper articles or taking part in a Lunar New Year celebration.
- The teacher should make professional judgements about when to adapt or add additional materials where this would benefit learning. Units in the scheme are designed to build on and develop earlier units, allowing for continuity and progression.
- We have allocated RE resources to support the teaching and learning of RE, visit local places of worship and welcome visitors to hold informative and engaging workshops.

Early Years Foundation Stage (EYFS)

Pupils in Nursery classes are not subject to the requirements of the locally agreed syllabus, but they are required to cover the religious and spiritual aspects of the Early Years Foundation Stage (EYFS).

However, once a child reaches **Reception year** (age 4–5), RE becomes part of the basic curriculum for all state-funded schools. Rather than being taught as a formal, separate subject, RE is integrated into the broader areas of learning.

Pupils should be taught an increasingly rich knowledge and understanding of religions and world views.

They should learn to express and communicate ideas and insights about the nature, significance and impact of religions and world views.

They should gain and deploy the skills needed to engage seriously with religions and world views.

Three characteristics of effective teaching and learning are: • playing and exploring – pupils investigate and experience things, and ‘have a go,’ • active learning – pupils concentrate and keep on trying if they encounter difficulties and enjoy achievements, • creating and thinking critically – pupils have and develop their own ideas, make links between ideas, and develop strategies for doing things. These are developed from the relevant areas of learning in the Early Years Foundation Stage (EYFS) Statutory Framework (DfE, 2025)

https://assets.publishing.service.gov.uk/media/68c024cb8c6d992f23edd79c/Early_years_foundation_stage_statutory_framework_-_for_group_and_school-based_providers.pdf.pdf

supported by Development Matters (2023) and the Early Learning Goals (ELGs) which define the level of development pupils should be expected to have attained by the end of the EYFS. The EYFS framework strengthens the place of RE through its explicit reference to ‘religious communities’, thus supporting the extensive opportunities for providing RE.

RE in the foundation stage key area will enable pupils to:

Communication and Language:

- Listen attentively and respond with questions comments and actions to a wide range of stories from different religions and world views.
- Hold conversation and make comments about the religious materials, artefacts, songs, stories and celebrations they encounter.
- Participate in discussions offering their own ideas about religion and belief using recently introduced religious vocabulary.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Personal, Social and Emotional Development:

- Understand their own feelings and those of others, stimulated by religious materials and ideas.
- Give focused attention to religious materials such as worship, story, festival, song, and community living.
- Confidently talk about simple values, right and wrong and good or inappropriate behaviour.
- Co-operate and take turns with others, showing sensitivity to their own and others' needs and feelings.

Literacy:

- Demonstrate an understanding of religious stories and narratives using recently introduced vocabulary to retell stories.
- Enjoy and learn from discussion and role play about religious stories, non-fiction, rhymes, poems and songs.
- Use RE examples to write simple phrases or sentences that can be read by others.

Mathematics:

- Recognise, create and describe some patterns, sorting and ordering objects simply.

Understanding the world:

- Talk about the lives of people around them, understanding characters and events from stories.
- Describe their immediate environment – e.g. on a visit to a place of worship.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of wonder, awe and questioning.

Expressive arts and design:

- Create artwork, drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively.
- Sing, perform and learn from well-known songs in RE imaginatively and expressively.
- Develop their imagination and expression using RE content in relation to art, music, dance, imaginative play, role play and stories to represent their own ideas, thoughts and feelings.
- Respond in a variety of ways to what they see, hear, smell, touch and taste.

SEND

Our vision is that every child can achieve and benefit from good quality RE, including pupils with additional needs. We believe that all pupils have the same equal rights to access the RE

curriculum therefore this policy has been created to comply with whole school SEND policy. Inclusive practice ensures pupil contributions to religious education are valued, accepted and respected. To ensure that pupils with SEN achieve to the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. We teach RE to all pupils, whatever their ability and ensure that lessons are differentiated to provide support to enable every child to participate in RE lessons. Where appropriate, we may support SEN pupils in small groups or on a one-to-one basis.

Equality/Equity, diversity and inclusion (EDI)

Religious education has a special role in challenging stereotypical thinking, misconceptions and misinformation regarding religion, culture, race, gender and language and aims to teach and support pupils to have a positive attitude and acceptance towards diversity. Equal opportunity recognises and celebrates our similarities and our diversity as individuals and groups creating a sense of belonging. At Flash Ley we aim to create an RE curriculum and environment that doesn't just welcome diversity but allows all pupils to thrive and succeed as part of a culturally expansive community.

Promotion of Reading:

Our RE lessons encourage pupils' reading skills through the exploration of newspaper articles, textbooks, the internet and artefacts. Pupils link what they have read to their WOW experience lesson and comparison specific lessons. They will also develop their knowledge of subject specific vocabulary.

British Values/SMSC:

Mutual respect
Tolerance
Individual liberty
Democracy
Rule of law

The RE curriculum provides opportunities for students to develop their tolerance, self-esteem and self-confidence. We create a provision for a safe learning environment where they can express personal and collective views and opinions. Regular democratic opportunities are provided for pupils to discuss, listen and appreciate. This also provides students with opportunities for respectful support of their peers. They are constantly encouraged to accept responsibility for their behaviour and decision making. Through the long-term plan for the whole curriculum there are ample opportunities to explore their own culture and that of others through assemblies, topics and events scheduled for the year. Pupils will focus on a key British Value for each unit taught whilst making links to others throughout their learning.

Impact:

The intended impact of our curriculum will be to nurture pupils who truly live out British Values and apply these to everything they do in their lives going forward. Our curriculum will lead to progress over time across key stages relative to a child's individual starting point and their progression of skills. Our religious education curriculum will also lead pupils to be enthusiastic learners evidenced in a range of ways, including pupil voice and their evidenced work. Teachers will report termly outcomes based on the learning they see in class and carry out a class pre-assessment based on the pupils' prior knowledge. This will be added to in a class post-assessment showing learned knowledge from the unit taught.

The impact of our RE curriculum can be judged based on 3 assessment points at the end of each term which focus on the 3 core elements of our curriculum:

- Explore
- Engage
- Reflect