January 2026

Ramridge Primary School

RELIGIOUS EDCUATION POLICY

Review Date:

January 2028

Introduction

Ramridge Primary School is made up of staff and pupils who are linked with many different parts of the world and faith groups, or who have no recognised faith group. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils and instil a sense of belonging.

We believe that Religious Education (R.E) provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

Religious Education (RE) is not a National Curriculum subject, but must be taught to all pupils as part of the basic curriculum. As RE is not nationally determined, the Local Education Authority must provide an Agreed Syllabus for us to follow. Recently, Luton's SACRE (standing advisory council of religious education) have written a new RE syllabus which has a world view approach and consists of multi-faith units. The themes of these units are: God and Faith; Humanity; Nature; Science and Technology; Society. These themes are taught through various lenses: Ways of Knowing; Courtesy; Striving; Excellence and Deeper Meaning.

Aims

At Ramridge Primary School, we believe pupils should be taught RE in order to help them to:

- acquire and develop knowledge and understanding of Christianity, Islam, Hinduism, Judaism, Sikhism and Humanism
- Develop an understanding that many people have a different world view and explore the how and why rather than the when and what
- develop a positive attitude towards other people regardless of their gender, race or religion
- develop the skills to live harmoniously within a diverse society
- respect the right of people to hold beliefs which are different from their own
- develop the ability to make reasoned and informed judgments about religious and moral issues

We recognise that through Religious Education we can provoke questions about the ultimate meaning and purpose of life, the self and the nature of reality, issues of right and wrong and what it means to be human. We can develop pupils' knowledge and understanding of Christianity and other principal religions, religious traditions and more importantly worldviews. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression and the influence of religion on individuals, families, communities and cultures.

Religious Education encourages pupils to explore their own and others' religions, beliefs, values and traditions. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious Education encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and in an increasing complex global community.

Religious Education has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

Teaching and Learning

Planning for Religious Education is based on:

1. Learning ***about*** religions and world views

2. Learning ***from*** Religions and world views

Learning about religion and world views includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed. It also includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues.

Learning from religion and world views is concerned with developing pupils' reflection on and response to their own experiences and their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they have learnt, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses.

Inclusion and differentiation for children with SEN and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and meaningful to our pupils. One way of doing this is through our links with local religious communities and places of worship.

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects.

Teaching methods

RE teaching specifically draws on the following:

1. Visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith.

2. Role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own experiences.

3. Artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect and questioning whilst deepening knowledge.

4. Parents; by valuing the family backgrounds of the children and making them part of the school community.

5. Drama; to deepen understanding of religious stories and evaluating their messages

Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as through Personal, Social, Emotional Health and Well-being and our assembly programme, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

We encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Religious Education also introduces pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

Assessment, Recording and Reporting

Assessment in RE is seen in its broadest sense and is not limited to measurement and testing. Through activities, for example, discussion with pupils, group activities, marking and guiding their work, observing, displaying work, asking and answering questions, teachers are continually finding out about their pupils' achievements.

Religions studied at Ramridge Primary

The minimum requirements for religions and beliefs to be studied are:

- EYFS - Christianity and other religions including non-faith worldviews
- KS1 – Christianity, Islam, Judaism and non-faith world views
- KS2 - Christianity, Islam, Hinduism, Sikhism, Judaism and non-faith worldviews

Role of the Co-ordinator

There is a named co-ordinator: Grietje Reid, responsible for co-ordinating the teaching of RE throughout the school.

Their role is to:

- Provide support, advice and resources to members of staff

• Monitor the teaching or RE and outcomes for all children, revising policies and supporting staff with planning of RE where necessary.

• Monitor the teaching of RE across the school highlighting the continuity and progression of the areas taught across the school

• Attend relevant training and support staff through relevant INSET sessions

• Monitor the use and need of resources throughout the school.

Monitoring

In order to ensure continuity and progression, it will be necessary to monitor the teaching of RE across the school. This should be done through liaison with staff to be able to observe lessons, through INSET sessions, monitoring planning and coverage, carrying out pupil interviews. The result of any monitoring should be discussed with the Headteacher/SLT and any actions resulting from this should be acted upon within a given time frame.

Resources

Resources are stored in the RE cupboard (located by KS1 corridor) and include books, pictures, artefacts, posters. All materials should be handled very sensitively and with respect.