



Stanley Crook Primary School

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OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)

Religious Education Policy

Completed by: Mrs Norris

RE Subject Lead: Mrs Martin

Date Implemented: September 2026

Review date: September 2027

Stanley Crook Primary School is committed to improving outcomes for all pupils



SCHOOL
MEMBER



1. Introduction

At Stanley Crook Primary School, we believe that Religious Education (RE) plays a vital role in preparing pupils for life in modern Britain and in an increasingly diverse global society. RE helps children develop knowledge and understanding of a range of religious and non-religious worldviews whilst encouraging respect, empathy, curiosity and critical thinking.

Religious Education contributes significantly to our school mission:

"To try our best, to tell the truth, to look after each other and the community."

Through RE, pupils learn to appreciate diversity, challenge stereotypes, understand differing perspectives and develop the values necessary to become responsible citizens.

This policy should be read alongside the school's:

- Curriculum Policy
- SEND Policy
- SEND Information Report
- Equality Information and Objectives
- Accessibility Plan
- Safeguarding and Child Protection Policy
- PSHE Policy
- Collective Worship Policy

This policy is based upon the requirements of the Durham Agreed Syllabus for Religious Education (2020).

2. Aims

At Stanley Crook Primary School, Religious Education aims to:

- Develop pupils' knowledge and understanding of Christianity and other principal religions represented in Great Britain.
- Develop understanding of non-religious worldviews, including Humanism.
- Encourage pupils to explore beliefs, values, practices and traditions.
- Enable pupils to ask meaningful questions and engage in respectful discussion.
- Develop critical thinking, enquiry and reflection skills.
- Promote respect for diversity and difference.
- Help pupils understand their own beliefs, values and identity.
- Encourage empathy, tolerance and mutual respect.
- Contribute positively to pupils' personal development and wellbeing.
- Prepare pupils for life in a diverse society.

Through Religious Education, pupils will:

- Know and understand how religion can be defined.
- Understand that religious and non-religious worldviews are diverse and complex.
- Describe and explain beliefs, values, practices and traditions.
- Understand how beliefs influence individuals and communities.

- Develop informed views about moral and religious issues.
 - Develop increasingly sophisticated subject-specific vocabulary.
 - Explore religious diversity locally, nationally and globally.
 - Reflect upon their own ideas, values and experiences.
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3. British Values, Personal Development and Inclusion

Religious Education makes a significant contribution to pupils' personal development and actively promotes the Fundamental British Values of:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

RE supports pupils in understanding and valuing diversity whilst developing the skills needed to participate positively within modern Britain.

The curriculum encourages pupils to challenge prejudice, discrimination, racism and stereotypes and promotes respect for all protected characteristics within the Equality Act 2010.

4. Statutory Requirements

Religious Education is a statutory element of the basic curriculum for all registered pupils attending maintained schools, including pupils in Reception.

The legal requirements for teaching Religious Education are set out within:

- Education Reform Act 1988
- Education Act 1996
- School Standards and Framework Act 1998

At Stanley Crook Primary School, Religious Education is taught in accordance with the Durham Agreed Syllabus for Religious Education (2020).

The syllabus reflects the fact that the religious traditions in Great Britain are predominantly Christian whilst taking account of the teachings and practices of the other principal religions represented in Great Britain.

Religious Education is educational rather than devotional and seeks to inform, explore, question and develop understanding rather than promote a particular faith or belief.

5. Curriculum

5.1 Intent

Through our Religious Education curriculum, we intend that pupils will:

- Develop secure knowledge and understanding of religions and worldviews.
 - Build respect for people of all faiths and none.
 - Understand diversity within their local community and the wider world.
 - Ask and explore challenging philosophical, moral and ethical questions.
 - Develop their own sense of identity and belonging.
 - Become reflective, tolerant and informed citizens.
 - Acquire and apply a rich and progressive religious vocabulary.
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5.2 Implementation

Religious Education is taught through an enquiry-based approach that develops:

- Knowledge and understanding
- Critical thinking
- Personal reflection

The curriculum is organised as a two-year rolling programme to meet the needs of our mixed-age classes whilst ensuring full curriculum coverage and progression.

The curriculum has been designed as a spiral curriculum where pupils:

Cyclical Learning

Pupils revisit important concepts and areas of learning throughout their primary education.

Increasing Depth

Concepts are revisited with increasing complexity and maturity.

Prior Knowledge

Learning builds systematically on previous experiences and understanding.

Lessons follow the school's established approach to high-quality teaching and include:

- Retrieval and recall opportunities
- Explicit vocabulary instruction
- Discussion and debate
- Collaborative learning
- Enquiry-based questioning
- Reflection and critical thinking

5.3 Breadth of Study

Pupils study Christianity, Buddhism, Hinduism, Islam, Judaism and Humanism through carefully sequenced enquiries.

Learning explores:

- Beliefs
- Practices
- Worship
- Sacred texts
- Values
- Festivals
- Religious expression
- Moral and ethical issues
- Non-religious worldviews

Pupils also learn about religion and belief within their local community, including opportunities to study significant local religious sites and traditions.

5.4 Cultural Capital and Enrichment

We believe that Religious Education should extend beyond the classroom.

Pupils benefit from:

- Educational visits to places of worship
- Visitors from different faith and belief communities
- Local community links
- Cultural experiences
- Cross-curricular learning opportunities
- Discussion of current events and global issues

These experiences enhance cultural capital and deepen knowledge, understanding and respect.

5.5 Impact

By the time pupils leave Stanley Crook Primary School they will:

- Demonstrate respect and tolerance towards others.
- Understand a range of religious and non-religious worldviews.
- Use appropriate religious vocabulary.

- Ask thoughtful questions.
 - Explain beliefs and practices with increasing confidence.
 - Challenge stereotypes and prejudice.
 - Reflect upon their own beliefs and values.
 - Contribute positively to an inclusive society.
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6. Assessment

Assessment in Religious Education should be meaningful, manageable and used to support learning.

Assessment is used to:

- Identify strengths and misconceptions.
- Inform future teaching.
- Monitor curriculum progression.
- Support pupils in achieving their potential.

Teachers may assess learning through:

- Discussion
- Observation
- Retrieval practice
- Written work
- Presentations
- Practical activities
- Vocabulary tasks
- Pupil responses and reflections

Benchmark Expectations within the Durham Agreed Syllabus are used to inform assessment and progression.

Personal reflection remains private and subjective and will not be assessed.

7. Safeguarding

Safeguarding is everyone's responsibility.

Through Religious Education, pupils are taught to:

- Respect diversity and difference.
- Recognise and challenge prejudice.
- Develop empathy and understanding.
- Appreciate different viewpoints.
- Understand their rights and responsibilities.
- Recognise discriminatory or extremist attitudes.

RE contributes positively to the school's safeguarding curriculum and supports the Prevent Duty by promoting respect, tolerance and critical thinking.

8. Special Educational Needs and Disabilities (SEND)

Religious Education is fully inclusive.

Teaching is adapted to ensure that all pupils, including those with SEND, disadvantaged pupils and pupils with high prior attainment, can access, engage with and make progress within the curriculum.

Reasonable adjustments may include:

- Visual supports
- Knowledge organisers
- Vocabulary scaffolds
- Adult support
- Adapted recording methods
- Assistive technology
- Structured discussion opportunities

Where additional support is required, staff will follow the graduated approach outlined in the school's SEND Policy and work in partnership with the SENCO.

9. Equality and Diversity

At Stanley Crook Primary School, we are committed to ensuring equality of opportunity for all.

In accordance with the Equality Act 2010, the school seeks to:

- Eliminate discrimination.
- Advance equality of opportunity.
- Foster good relations between different groups.

Our RE curriculum celebrates diversity and promotes understanding of different cultures, faiths and beliefs.

Resources are carefully selected to ensure accurate representation and to challenge stereotypes. Pupils are encouraged to think critically about information encountered within the media, online and within wider society.

10. Roles and Responsibilities

Governing Body

The governing body is responsible for:

- Approving this policy.
 - Monitoring implementation.
 - Holding school leaders to account for curriculum provision.
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Headteacher

The Headteacher is responsible for:

- Ensuring Religious Education is taught consistently.
 - Ensuring statutory requirements are met.
 - Considering requests for withdrawal from Religious Education.
 - Monitoring the effectiveness of the curriculum.
 - Reporting to governors.
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Teachers

Teachers are responsible for:

- Delivering Religious Education effectively.
 - Creating a respectful and inclusive classroom environment.
 - Responding sensitively to pupils' questions.
 - Monitoring progress and attainment.
 - Meeting the needs of all learners.
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Subject Leader

The Religious Education Subject Leader is responsible for:

- Leading curriculum development.
 - Monitoring standards.
 - Supporting staff development.
 - Managing resources.
 - Keeping abreast of national and local developments.
 - Evaluating the quality of provision and outcomes.
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Pupils

Pupils are expected to:

- Engage positively in learning.
- Participate respectfully in discussion.
- Respect differing beliefs and viewpoints.
- Demonstrate the school's values.

Parents and Carers

We value partnership with parents and carers.

The school will:

- Share information about the RE curriculum.
 - Respond to questions and concerns.
 - Provide access to curriculum information and resources when appropriate.
 - Work collaboratively to support pupils' learning and personal development.
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11. Right to Withdraw

Parents and carers have the legal right to withdraw their child wholly or partly from Religious Education.

The school will always seek to discuss any concerns with parents before withdrawal is requested so that informed decisions can be made based upon a clear understanding of the curriculum.

Parents are not required to provide a reason for withdrawal.

Where withdrawal is requested:

- Appropriate supervision arrangements will be made.
- The school will fulfil its statutory responsibilities.
- No additional alternative curriculum will be provided.

The school may seek advice from SACRE where appropriate.

12. Monitoring and Evaluation

The quality of Religious Education will be monitored through:

- Lesson visits and learning walks
- Work scrutiny
- Planning reviews
- Pupil voice activities
- Assessment analysis
- Staff discussions
- Curriculum monitoring
- Governor monitoring where appropriate

Monitoring findings will be used to inform curriculum development, staff training and school improvement planning.

13. Policy Review

This policy will be reviewed annually or sooner if:

- Statutory requirements change.
- The Durham Agreed Syllabus is updated.
- School procedures are amended.
- Monitoring identifies a need for revision.

The policy will be approved by the Governing Body.