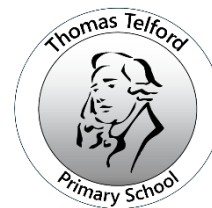


# Thomas Telford Multi Academy Trust



## RE Policy

### Redhill Primary Academy and Thomas Telford Primary Free School



Signed

A handwritten signature in black ink, appearing to read 'Dara Carroll'.

Mr Dara Carroll  
Chair of Governors  
September 2025

## PRINCIPLES

Redhill Primary Academy and Thomas Telford Primary Free School are made up of staff and pupils who originate from many nationalities, cultures and faith groups. As schools we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-English speakers.

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

We feel that it is essential that all the children's cultures and faiths are respected and valued; at the same time we are also aware that a proportion of our children and their families do not have a religious belief. We believe that their non-belief should be taken as seriously and respected as much as a religious belief.

We believe that good religious education teaching should also:

- *not try to undermine the personal faith position of any child or teacher*
- *not seek to actively promote a particular faith position*
- *be taught in a way that is interesting, challenging and relevant to pupils*
- *portray religion as a living phenomenon not a pageant of historical events*
- *provide a major contribution towards the spiritual and moral development of pupils*
- *help pupils learn from religion – not just about it*
- *provide children with opportunities to find out what others believe*

### **Intent**

At Redhill Primary Academy and Thomas Telford Primary Free School, we have designed our R.E. curriculum with the intent that our children will become resilient, accepting, considerate and inquisitive learners. Our R.E. curriculum allows children to discover and gain an insight into religions within the community, and the wider world, that we live in. The teaching of R.E. is vital for children to understand others' beliefs and make connections between their own values. It is our role to ensure pupils are being inquisitive; through high quality experiences pupils are able to ask questions about the world around them.

Our belief is that, by using an enquiry-based model, children's critical thinking skills can be developed; their motivation to learn increased; and their empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade, but rather to inform and develop the skills with which evaluation can take place.

We will deliver a curriculum that:

- Celebrates the diverse and rich community in our schools.

- Inspires creative learning through excellent teaching practices that build on prior learning and allow for progression of knowledge and skills that build upon high starting points.
- Our curriculum embraces the community in which our schools are situated, recognising some of the main religions in the community: Christianity, Hinduism, Sikhism and Islam.
- Is inclusive, develops self-confidence and identifies that all our children are unique and therefore, we should all be tolerant of each other's beliefs.
- Encourages our children to be inquisitive about others' beliefs, developing inquiry-based R.E. skills that allow them to be culturally aware of the world around them.
- Promotes equality and understanding of fundamental British Values and ensures they are prepared for life in modern Britain.

### **Implementation**

The R.E. curriculum is led and overseen by our R.E. subject leader who will monitor, evaluate, review and celebrate good practice.

- The R.E. curriculum will follow the Telford Agreed Syllabus, in conjunction with the Understanding Christianity programme.
- All RE lessons will start with retrieval practices to recall prior substantive learning so that new knowledge and skills can be built upon what has been taught before. R.E. Lessons will build upon prior learning and develop skills year upon year so that pupils have an opportunity to learn ABOUT religions as well as FROM religions.
- The Early Years will focus on Christianity and in addition, will explore other festivals. In KS1, children will be taught about Christianity plus Sikhism. In Years 3 & 4, children will build upon their prior learning as well as learn about Hinduism. In Years 5 & 6, along with building upon previous learning, pupils will learn about Islam.
- We will provide our pupils with the opportunity to reflect upon their own beliefs and identify similarities and differences between different faiths.

### **Impact**

"The positive results of pupils' learning can then be seen in the standards they achieve."

- Ofsted, 2019

- Children will have a stronger awareness of the world around them and will be mindful of the beliefs of others.
- Children will feel they are valued as individuals and that their beliefs are respected and celebrated.
- Enjoyment of the R.E. curriculum will promote creativity, achievement, confidence and inquisitive minds.
- Children feel safe to learn new things and share their beliefs with others in an accepting environment.
- Children leave school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

We measure the impact of our curriculum through the following methods:

- Through assessment for learning activities within every lesson.

- Interviewing the pupils about their learning (pupil voice interviews).
- Work scrutinies.
- Moderation staff meetings where pupil's work is scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Annual reporting of standards across the curriculum to parents.
- Learning walks.

## **GUIDELINES**

We do not intend that our teaching in Religious Education should be of an evangelical or a confessional nature. We are aware however of the influence of adults in the lives of young children. Often the words and beliefs expressed by the teachers are firmly held by their pupils to be absolute truths. We need, therefore, to tread with caution when attempting answers to questions arising in this area.

### **Organisation:**

We use the Telford and Wrekin RE Units of work 2014 for guidelines and suggestions in building units of class work. This document provides us with a framework of Profile Components and detailed lesson plans for both Key Stages 1 & 2. We also use some resources and activities suggested by the Leicester City SACRE scheme of work and Telford SACRE Units.

### **Legal Requirements**

The national curriculum states the legal requirement that:

Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The law requires that local authority RE agreed syllabuses and RE syllabuses used in academies that are not designated with a religious character '*must reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain*'. This means that from the ages of 5 to 19 pupils in schools learn about diverse religions and worldviews including Christianity and the other principal religions.

We aim to make and use curricular links, where appropriate, with other subjects such as Science, History, English and Art.

### **Teaching and Learning:**

Planning for Religious Education is based on the two Attainment Targets:

1. Learning *about* Religions
2. Learning *from* Religions

Learning about religion 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 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 learn about religion, particularly to questions of identity and belonging, meaning, purpose and truth and values and commitments, and communicating their responses. It also consists of comparisons between different religions, particularly highlighting the similarities.

We always attempt to link the teaching and learning to the use of direct experience of religious buildings, books and artefacts.

#### **Resources:**

We have online access and paper copies of the Telford & Wrekin Units of work and the Leicester City SACRE scheme of work which teachers adapt to cover the selected religions for each Key Stage and meet the needs of their class. We also have the full resource file for the Understanding Christianity programme.

We have built a wide range of resources and a good range of teacher support materials which are accessible to all staff involved with the teaching of Religious Education. We have a wide range of children's books which are kept in the central library and cover all religious traditions.

Opportunities for visits to places of interest and visitors to our schools are features of the curriculum. In this way, pupils have first-hand experiences of the religious traditions.

#### **Links with religion in the community:**

As our children who hold religious beliefs are predominately Christian we have established a more regular link with the Christian community. The Chinese and Japanese community in Telford are always willing to share their celebrations with us by participating in assemblies and engaging children in workshops. The learning of each major religion includes a visit to the place of worship, namely, Gurudwara, Mandir and Mosque.

#### **Links to Collective Worship:**

Links are made between RE lessons and collective worship. Our Assembly offer also includes other major religious observances, like Ramadan, Divali, Navratri etc.

**Inclusion (Equal Opportunities):**

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

Religious education is taught in line with our equal opportunities policy, we also try to:

- avoid stereotypical comments or images about faith communities
- promote a positive image of women within religious traditions
- ensure that all beliefs and views are given equal respect

R.E. makes a valuable contribution to the education of all pupils. As an essential part of the curriculum, it should provide a relevant and worthwhile learning experience for all pupils.

Learning in R.E. should enable pupils to:

- respect self and be sensitive to the needs of others
- challenge inequalities and discrimination associated with race, religion, culture, gender, ability or socio-economic group

It is important when planning work in R.E. that the teacher pays close attention to the above.

**RE in our Schools  
and its relationship to  
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 PSHCE and our Collective Worship 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 strongly supports our PSHCE programme by introducing 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.