Kingsfield First School

RELIGIOUS EDUCATION POLICY 2026

The Religious Education Policy in respect of the School has been discussed and adopted by the Local Advisory Board in Spring 2026
Chair of Board: *Mr C Clulow*
Responsible *Headteacher – Mrs C Hodson*
Agreed and ratified by the Local Advisory Board Jan 2026
To be reviewed: *Jan 2027*

Kingsfield First School

Religious Education Policy 2026

(To be read in conjunction with the school's PSHRE Ed policy)

The overall intent of our school curriculum is to:

Recognise uniqueness: in our pupils, staff, resources and whole school community

Be Inclusive: recognizing learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter

Engage and Inspire: through knowledge rich, highly enriched, progressive and purposeful contexts

Promote Aspiration: offering challenge and accountability

Create citizens of the Future: who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.

Rationale

Our R.E. curriculum strives to drive all of these intentions and links very closely to the achievement and development of them all. Our R.E curriculum promotes the spiritual, moral, cultural and social development of the children at our school and prepares them for the opportunities and experiences of life in modern Britain.

Intent

At Kingsfield First School we will teach life long skills, understanding and knowledge to prepare and equip pupils to flourish in this complex world. We aim to influence and develop children's behaviours and forge their own personal sense of values, identify and world views.

Implementation

The position of Religious Education on the School Curriculum has been consolidated through a succession of primary legislation, from the Education Act of 1944 through to the Education Act of 1996 and the School Standards Framework Act of 1998.

- In Community schools Religious Education must be taught in accordance with the locally agreed syllabus. Teaching must not be distinctive of any particular religious denomination.
- The Agreed Syllabus must reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching practices of others principle religions represented in Great Britain.

The school has agreed that in Key Stage 1 the main faiths to be explored are Christianity and Islam. In Key Stage 2 the main faiths are Christianity, and Hinduama

Our Religious Education curriculum is planned in accordance with the Staffordshire Agreed Syllabus SACRE with the aim that children should acquire:

- An increasing core of insightful knowledge concerning religions and beliefs, both in Britain and in more global terms by exploring religious beliefs, teachings and practices.
- Knowledge and understanding of religious stories, sacred texts, lifestyles, rituals and symbolism that offer insight into religious experience and living within a faith community.
- A developing capacity to engage with ultimate questions and to formulate their own sense of identity and values.
- Engagement with fundamental questions, appreciating the human and religious questions that are raised by life and its experiences, and through which meaning, significance and value are forged.
- The skills to be able to relate the things studied and discussed to their own experience.
- A growing range of the social, spiritual and emotional skills and dispositions appropriate to living well in a religiously plural and open society.
- Opportunities to reflect on the reality of religious diversity and on the issues raised by living in a diverse world.
- Developing skills of analysis and discernment in relation to prejudice, discrimination and bias, together with skills of self-awareness, moral judgement and responsible choice.

Unit Pathway

In order to make R.E. a lively and active subject, we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of reflection. Where possible we would like our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities to the school.

Lesson Pathway

We believe in quality first teaching which involves:

- Highly focused lesson design with sharp learning intentions.
- The introduction of new and consolidation of key vocabulary.
- High demands of pupil involvement and engagement with their learning and high levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.

- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning by responding to feedback.

Inclusion

Teaching and resources will be scaffolded and adapted as appropriate, to address the needs of all children in order for them to have full access to the content of the R.E. curriculum.

Impact

Through the R.E curriculum children will:

EYFS:

- Begin to explore religion and world views in terms of special people, books, times, places and visit places of worship where appropriate
- Reflect on their own feelings and experiences and use their imagination and curiosity to develop their appreciation of the world in which they live.

Key Stage One:

- Be given the opportunity to communicate their own questions, experiences and spiritual insights in appropriate ways and in a secure environment
- Learn from experience that they are personally valued and discover the value of other people and of things that are sacred or special to them
- Hear religious, world views and other stories, which have a bearing on aspects of their own experience and learning what happens on occasions when religious people meet together for worship and celebration.

Key Stage Two:

- Become familiar with a range of religious ideas, world views and themes, how these are communicated through sacred literature and symbolic language, and what bearing they have on the lives of people today
- Learn about the life and principal teachings of Jesus and other religious figures and have the opportunity to raise and consider their own questions and concerns from religious stories and experiences.

Assessment

Our impact will be evidenced and measured through the assessment of R.E. in a wide variety of ways and will build up throughout the programmes of study, themes and over the individual child's school life. Evidence may include follow up tasks, Evidence Me, working walls, pupil voice, discussions, evaluations, assessment, pupil voice etc. Feedback and marking within R.E. lessons is delivered in line with our policy.

AFL

Teachers and subject leaders value the voice of the pupil. They will observe pupils carefully, question purposefully and listen and use pupil responses in all lessons and the day-to-day life of the school to adapt teaching in the moment, lesson to lesson and unit to unit to ensure learning is secure and built upon in a sequential and progressive manner. In many lessons and where appropriate, purposefully planned explicit retrieval opportunities will also be used to ensure pupils have secured component knowledge and are ready to move on and make links to previous learning. Children who grasp concepts rapidly will be challenged through being offered rich and sophisticated learning opportunities to deepen their knowledge and understanding.

Teacher Assessment Judgements

Children will be judged as meeting curriculum expectations in RE in the Summer term using evidence from activities listed above. This judgement will be working at, below or at a greater depth within the year group/key stage unit they have completed. This will be captured on Evidence me and internal assessments such as the Arbor system and used to inform curriculum design and developments, resourcing, training and leadership monitoring activities. Teacher assessment judgements in R.E. will be shared with parents on an annual basis via their annual report.

Role of Leaders

- Plan an effective and varied schedule of monitoring so that they know the Quality of Education in R.E. well.
- To monitor the continuity and progression of subject matter from year group to year group and between Key Stages.
- Respond quickly and supportively to all barriers preventing outstanding implementation and impact in R.E.
- Use assessment information to provide effective CPD and challenge
- Provide clear updates to the Local Advisory Board, Headteacher and SLT.
- Liaise with R.E trust leaders

Version	Review Date	Changes Made
V2	01.25	Within role of leaders the word 'coordinators' has been replaced with 'leaders.'
	01.25	Assessment- 'classroom displays' changed to 'working walls' and comments about discussions and pupil voice
	01.25	Teacher assessment judgements section added
	01.25	AFL section added.
	01.25	New CFLP badge added Dates changed
V3	01.25	Judaism removed for First School as no UKS2 learning.