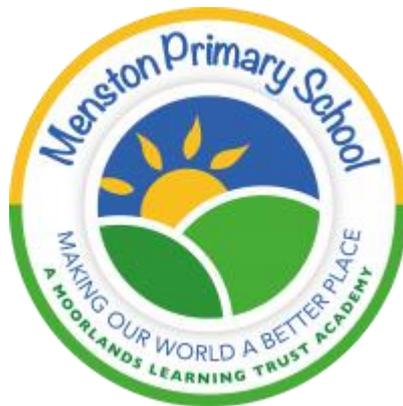


Menston Primary School



Religious Education Policy

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Headteacher
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Purpose

Religious Education is a compulsory subject. It is a statutory 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
- prepares pupils for the opportunities, responsibilities and experiences of later life.
(*The National Curriculum in England: Framework Document, September 2013*)

Menston's RE teaching follows the Bradford's locally agreed RE Syllabus, *Believing and Belonging in West Yorkshire, 2024-2029* ([The Bradford Agreed Syllabus for RE | Bradford Schools Online](#)). The curriculum was designed to "stimulate interest and nurture understanding of religion/worldviews, while also contributing to pupils' awareness of and sensitivity to diversity in our communities and world".

Menston Primary is committed to developing its children's knowledge and understanding of religions, worldviews and beliefs through the teaching of RE and by promoting children's spiritual, cultural and moral development. Children learn *about* religions and *from* religions. From exploring different rituals and forms of worship to discussing key ethical questions about right and wrong, RE offers a unique opportunity to shape a child's understanding of the world, develop their core values, ideas and identities, consider important aspects of diversity within society and learn cultural references that will inform them throughout their lives.

Menston Primary uses Pennine Learning RE Resources planning developed to support curriculum delivery of the syllabus. The key threads are beliefs and values and belonging. The syllabus is developed around six broad pathways based on a Big Ideas approach:

1. The nature of religion and belief
2. Expressing belief
3. A good life
4. Personal journey
5. Influence and authority
6. The big picture

Aims

The syllabus aims to:

- Develop progressive understanding of the 'pathways' and
- Develop a deep, well-rounded understanding of religions and worldviews.

Teaching and learning covers Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism. Specific faiths are not restricted to particular year groups. Instead, understanding of different faiths are developed incrementally. The curriculum at Menston Primary has been amended to reflect the local context, the faith of students and local religious buildings. In addition to providing substantive RE knowledge, religious education also features other academic disciplines including philosophy, creative arts and sociology.

RE Subject Content

Menston's RE curriculum follows an enquiry-based approach which allows for the formulation and answering of questions, opportunities for personal growth and development and the consideration of community cohesion. Learning is broken down into short topics. The long-term plan maps out RE topics studied over each year. The knowledge organiser for each topic provides key questions and vocabulary, key learning and links to prior learning. Teachers plan for individual lessons following the learning objectives from Pennine's resources. Planning can be discussed with the Subject Leader.

Over the course of a year, children at Menston will study the equivalent of 1 lesson a week of RE.

EYFS

Children in Foundation follow *Believing and Belonging*, using RE Resource Hub planning as a basis. RE falls primarily into the Early Learning Goal 'Understanding the World' (Past and Present, The Natural World and People, Culture and Communities) but also falls into other areas of learning.

EYFS children at Menston begin by considering what is familiar to them and their community before broadening out to look at special times, special objects, special places and our world. Children are encouraged to ask questions and reflect on their own experiences using subject-specific vocabulary. Teaching in RE supports children's learning through playing and exploring, active learning, creating and critical thinking.

KS1

RE teaching in KS1 develops knowledge and understanding along the six pathways of learning. Teaching follows these pathways:

- **Pathway 1 Nature of Religion and Belief.** Pupils will learn:
 - We are surrounded by distinctive things that are very important. Some of these are called 'precious', 'sacred' or 'holy'.
 - People belonging to the same religion/worldview may have different 'holy' or important things and express their beliefs in different ways.
- **Pathway 2: How Beliefs are Expressed.** Pupils will learn:
 - People often give words different meanings when they are trying to express their priorities.
 - Many people also use symbols to express these ideas.
 - We need to interpret these words and symbols to find their meaning.
- **Pathway 3 A Good Life.** Pupils will learn:
 - Most religions/worldviews tell stories from the lives of exemplary people as inspiration about qualities and characteristics of a good life.
 - They also teach about specific actions that are right and wrong and about good and bad attitudes.
- **Pathway 4 Personal Journey.** Pupils will learn:
 - Some people have amazing, puzzling or mysterious experiences that make them ask big questions about life.
 - There are many stories about people's experiences and encounters that have made them change their lives.
- **Pathway 5 Influence and Authority.** Pupils will learn:
 - There is evidence of the influence of religions/worldviews on our community all around us.

- Religion does not influence everyone's life in the same way.
- **Pathway 6 Big Picture.** Pupils will learn:
 - Human beings, including groups of religious people, tell stories that help them grapple with some of the big questions of life.
 - Many of these stories are well-known as they have been handed down over generations.

KS2

In KS2, children further develop their understanding of religions and worldviews teaching along the six pathways linked to substantive RE knowledge.

- **Pathway 1 Nature of Religion and Belief.** Pupils will learn:
 - The terms 'religion' or 'worldview' represent an overall approach to life including beliefs, practices, values and identity.
 - Within each there is diversity in beliefs and practices.
 - There are reasons why some aspects have stayed the same and others have changed.
- **Pathway 2: How Beliefs are Expressed.** Pupils will learn:
 - People often express their feelings and beliefs through art, music, poetry, story, drama and physical movement.
 - These creative forms of expression also play important roles in most religions and cultures.
- **Pathway 3 A Good Life.** Pupils will learn:
 - Most religions share stories of moral exemplars from the past and more recently, guiding followers on leading virtuous lives.
 - Religions/worldviews provide guidance for their followers on how to live a good life.
 - There are both differing opinions and agreement on what is meant by a 'good life' and what is right and wrong.
- **Pathway 4 Personal Journey.** Pupils will learn:
 - Some people have amazing, puzzling or mysterious experiences that they may explain as an encounter with a power above.
 - They may see these as beyond or within the material world and may claim they have given new insights into life.
- **Pathway 5 Influence and Authority.** Pupils will learn:
 - Communities worldwide are shaped by traditional beliefs from religions/worldviews.
 - Some are influenced by a single source and others by many.
 - In some communities, the influence of a religion/worldview is largely limited to its followers.
- **Pathway 6 Big Picture.** Pupils will learn:
 - People tell different stories to communicate important teachings and these stories often form part of longer narratives.
 - Groups of religious and non-religious people tell different stories, which reflect the different ways in which they view the world.

Teaching and Learning Strategies

RE teaching and learning at Menston enables children to encounter religious traditions or worldviews and reflect on what these ideas and concepts mean to them. Children's own

sense of values and spiritual development are also promoted through RE. Children can build on personal experience, for example of religious festivals such as Easter and Eid al-Fitr.

Children learn through direct teaching, group work and experientially using artefacts. Children's learning in RE is enhanced by the study of photographs, video clips, visits to sacred buildings, guest speakers and themed assemblies.

Investigating questions and evaluating sources of evidence are key parts of learning in RE and discussion plays a vital role in developing understanding. Individual, paired and group work all have a place in RE teaching and learning.

To ensure that teaching meets the needs of every learner, a range of differentiated strategies is used. These include open-ended tasks, activities with increasing levels of challenge, resources of varying complexity and a selection of tasks designed to support pupils working at different stages of understanding.

Learning is demonstrated through high-quality discussions in which pupils use subject-specific vocabulary, offer informed explanations, and communicate respectfully. Evidence of learning will also be seen in cross-curricular outcomes, including work produced through art, craft, drama and literacy.

Contribution of RE to Other Subjects

English

RE supports the teaching of English through the active promotion of reading, writing, speaking and listening skills. Children are encouraged to record information, write stories and debate ideas.

Computing

ICT is used where appropriate, for example for researching or presenting information.

Personal, Social and Health Education (PSHE) and Citizenship

Through RE, children learn about the values and moral beliefs that underpin individual behaviour. Children consider complex issues including justice, democracy and fairness. Respect for others and the need for personal responsibility are promoted, in addition to the values and attitudes required for citizenship in our society. British Values are supported by RE teaching: democracy, the rule of law, individual liberty, mutual respect and tolerance.

Spiritual, Moral, Social and Cultural Development

RE offers the opportunity to support children's spiritual development. The meaning and purpose of life, ethical and moral issues of right and wrong and looking at identity in a multicultural environment are all enabled by RE learning. RE gives children a sense of their own identity and an understanding of the cultural context of their lives.

Relationships Education

RE links to Relationships Education by looking at family, values and morals, and the celebration of marriage in different traditions.

Pupils with Special Educational Needs and Disabilities

All children at Menston have the right to access the RE curriculum. Where necessary, adaptations are made to ensure that every pupil can engage meaningfully and achieve to the best of their ability. Our RE teaching provides a range of learning opportunities that enable all pupils to make progress by setting appropriate challenges, responding to individual needs and removing potential barriers to learning.

To support this, we offer first-hand and practical experiences, provide a variety of sensory resources and create personalised learning opportunities. When appropriate, pupils with SEND may receive additional support through small-group teaching or one-to-one provision.

Assessment

Evidence of learning is captured in floor books, individual books, written work, photographs and notes from class discussions. Assessment forms an integral part of teaching and learning and is carried out in a variety of ways, including reviewing pupils' work and listening to their dialogue and reasoning. Assessment informs next steps, ensuring that pupils make progress and that learning is matched to an appropriate level of challenge.

Formative assessment is carried out during shorter activities and builds a picture of pupils':

1. Substantive knowledge – what they know/understand.
2. Disciplinary knowledge – what skills they have learned.
3. Personal knowledge – expressing ideas about how the RE has shaped them.

Assessment of RE in KS1 and KS2 is based on teacher knowledge of children's participation over each half term and takes into account questions posed by the planning. Teachers in Years 1 to 6 regularly update centrally held subject tracker assessments for their pupils for RE so that the Subject Leader can see progress in RE across the whole school.

Assessment of RE in the EYFS is against specific Early Learning Goals, in particular

- Understanding the World – The World
- Understanding the World – People, Culture and Communities
- Understanding the World – Past and Present

EYFS teachers update trackers five times a year and the RE Subject Leader has access to this data.

Resources

A selection of appropriate RE resources and artefacts are available in school in boxes relating to different faiths. In addition, there are a wide variety of texts, chosen to both stimulate and inform learning. A list of useful websites, documents and online resources is also maintained by the Subject Leader.

Reflection Time (Collective Worship)

Pupils at Menston are provided with many varied opportunities to reflect on their own beliefs and values throughout the school day. Reflection is woven into a range of experiences, including class discussions, curriculum activities, enrichment opportunities and dedicated

moments of quiet thought. These opportunities may take place within the classroom, across year groups or as part of wider school activities.

A variety of strategies such as stories, music, objects of interest, creative activities and visual or video stimuli are used to support pupils in developing self-awareness and exploring their feelings, thoughts, and beliefs. Regular reflection contributes to pupils' SMSC development and helps them deepen their understanding of themselves and others.

Withdrawal from RE Lessons

Parents have a legal right to withdraw their child from Religious Education (RE), in whole or in part, should they choose to do so. This right applies to all pupils in state-funded schools and is set out in Section 71(1) of the School Standards and Framework Act 1998.

Any parent or carer wishing to exercise this right is asked to arrange a meeting with the Headteacher to discuss their request and to ensure that they are fully informed about the aims and content of the RE curriculum. While the school respects parents' rights, it does not support selective withdrawal from specific elements of the RE curriculum, as the subject is taught in a broad, educational and non-instructional manner.

Monitoring and Review

Monitoring allows the Subject Leader to gain an overview of the teaching and learning taking place throughout the school. The RE Subject Leader will monitor and review RE teaching and learning in school, considering progression, coverage, teaching strategies and areas of strength and development.

The Subject Leader will:

- Maintain the RE long-term plan.
- Have access to RE topic planning.
- Carry out evidence scrutinises.
- Ensure there are suitable resources available in school and encourage their use.
- Analyse assessment data and pupil progress.
- Observe RE teaching and learning to ensure the necessary knowledge, understanding and skills are taught.
- Ensure the school is covering the syllabus.
- Provide subject support for staff.
- Maintain an RE online resource collection.
- Provide feedback and actions (where appropriate) to teaching staff.

February 2026 (to be reviewed February 2031)

Catherine Lain (Subject Lead)

Approved by the Headteacher, Marie Wilson, February 2026.

Next review: February 2031 (unless statutory guidance changes, in which case this policy would be updated and reviewed in line with updated guidance)