



Religious Education Policy 2025

Approved by:

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May 2025

Next review due:

May 2026

1. Introduction

Sandal Magna Community Academy is a vibrant and inclusive community school situated in a richly diverse area. We are proud of the wide range of cultural, religious, and ethnic backgrounds represented in our school community. Religious Education (RE) plays a vital role in nurturing pupils' understanding of themselves and others, helping them to live in a respectful and cohesive society.

We aim to provide a curriculum that reflects and respects this diversity while fostering enquiry, empathy, and critical thinking. Our RE curriculum promotes understanding of different faiths and worldviews, including non-religious perspectives, in a safe and supportive learning environment.

2. Aims of Religious Education

The purpose of religious education in schools is to enable each child and young person to gain knowledge and understanding of Christianity, other religions and worldviews, to learn to show respect for and build bridges between different beliefs and practices, people of different faiths and life stances, and to contribute towards their own spiritual, moral, social and cultural development. Religious education plays an important and unique role in each child's and young person's education enabling them to understand their spiritual identity, to adhere to moral values and to learn to play their role in promoting community cohesion and inclusion in our increasingly diverse society.

Teaching in Religious Education will:

- Provoke challenging questions about the meaning and purpose of life, moral choices, and the spiritual dimensions of life and death. It will therefore develop pupils' knowledge and understanding of principal religions, other religions and worldviews.
- Enable each child to investigate both their own religious belief system (or none) and those of others. They will therefore learn to express personal views and develop an understanding of the impact these may have on others.
- Build a sense of identity and belonging as an individual, within their communities and as part of humankind.
- Challenge prejudice, including that based on religious background, race, culture or gender and to show respect to all.
- Develop understanding of moral virtues such as truthfulness, honesty, empathy, generosity and compassion and explore how they can positively contribute to living within the local and global community.
- Religious education will encourage each child and young person to learn from different religions and worldviews, to explore the global phenomenon of belief in God, the moral values inherent in sacred texts, and understanding the differences arising from diverse cultures and traditions. It is important in preparing children and young people for responsibilities and challenges of adult life.

Religious Concepts

To further support the children to know more and remember more, we return to key substantive and disciplinary concepts as we learn about different areas of RE. This supports children to make links and comparisons in their learning.

In RE lessons our learning will link to one or more of the following religious lenses:

- Special People
- Special Beliefs
- Special Objects
- Special Stories
- Special Times
- Special Places

Early Years Foundation Stage

Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Approaches to learning in Religious Education in the Early Years Foundation Stage linked to personal, social and emotional development could include:

- children use stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways;
- children learn about a story and its meanings through activity and play. They reflect on the words and actions of characters and decide what they would have done in a similar situation;
- using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important;
- children think about issues of right and wrong and how people help one another;
- children begin to know about their own cultures and beliefs and those of other people.

Approaches to learning in Religious Education in the Early Years Foundation Stage linked to knowledge and understanding of the world could include children:

- asking and answering questions about religions and culture as they occur within their everyday experiences.
- visiting places of worship, show respect and learn new words.
- listening and responding to a range of stimuli about and from different religious and ethnic groups and from the natural world.
- handling artefacts with curiosity and respect.

Children will learn about: themselves and their families and friends, giving and receiving, belonging and why belonging is important. They will learn about people who are special to particular religions and special festivals and places of worship. They will be involved in practical activities, listen to stories and take part in visits and listen and talk to special visitors.

3. Curriculum and Legal Requirements

We primarily use the Understanding Christianity resource to deliver high-quality teaching on Christianity, in line with the syllabus's expectations. This is complemented by units on:

- Islam
- Hinduism
- Sikhism
- Judaism
- Non-religious worldviews (e.g. Humanism)

This balanced approach ensures pupils develop both depth and breadth in their understanding of religion and belief.

RE is taught to each class for one hour per week.

4. Understanding Christianity: A Key Resource

The Understanding Christianity scheme supports deep learning about Christian concepts and their relevance to people's lives. It is not confessional but educational, enabling pupils to:

- Explore key biblical texts
- Understand Christian beliefs about God, salvation, and the world
- Reflect on how beliefs influence behaviour and values
- Make personal and meaningful connections to what they learn

The scheme uses a three-strand approach:

1. **Text** – Investigating and interpreting the Bible
2. **Impact** – Understanding how belief affects individuals and communities
3. **Connections** – Relating ideas to pupils' own experiences and worldview

5. Teaching and Learning

RE is taught through an enquiry-based approach that includes discussion, storytelling, drama, visits to places of worship, and interaction with members of different faith communities. Our teaching encourages:

- Respectful dialogue
- Independent thinking and reflection
- Awareness of religious diversity both locally and globally

Lessons are adapted to meet the needs of all learners, including pupils with SEND and EAL.

6. Assessment

Assessment in RE is formative and ongoing, based on pupils' knowledge, understanding, and ability to express thoughtful responses. Pupils are assessed against the objectives of the Understanding Christianity assessment framework. Progress is tracked across year groups to inform teaching and ensure continuity.

7. Inclusion and Equal Opportunities

RE at Sandal Magna values the contribution of all pupils and reflects the diversity of the school and the wider community. We ensure that:

- All pupils have access to the RE curriculum, regardless of faith or background
- Different views and traditions are treated with fairness and sensitivity
- Teaching materials avoid stereotypes and promote mutual understanding

8. Right of Withdrawal

In accordance with the Education Act 1996, parents have the right to withdraw their child from all or part of RE. We welcome discussions with parents to clarify the nature and purpose of RE at our school before a formal request is made.

9. Monitoring and Development

The RE lead oversees planning, delivery, and standards in RE across the school. Monitoring includes:

- Reviewing planning and pupil work
- Observing lessons
- Gathering pupil voice

- Providing training and support for staff

Findings are shared with school leadership and governors to support continual improvement.

10. Contribution to SMSC and British Values

RE plays a key role in promoting pupils' spiritual, moral, social, and cultural development. It also supports fundamental British values such as:

- Tolerance and respect for others
- Individual liberty
- Democracy
- Rule of law

RE helps pupils become thoughtful, informed, and compassionate citizens

