

Religious Education Policy



Date approved:	16.10.24
Approved by:	Headteacher
Date adopted by the MAT (i.e. effective date):	October 2024
This policy is scheduled for review on:	Every 3 years or on updates

Contents

Introduction.....	3
1. Aims.....	4
2. Vision.....	5
3. Intent.....	6
3. Implementation.....	7
4. Impact.....	8



Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to the Religious Education Policy.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with: our Staff Code of Conduct, Safeguarding and Child Protection, ICT Acceptable Use Policies and Procedures and Curriculum Policy. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring, we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date. As part of this monitoring and review this policy will be equality impact assessed.

Scope

This policy applies to employees, workers, agency workers, consultants, volunteers and pupils, whether during working hours or otherwise.

Aims & Principles

At East Park Academy, as part of the Manor Multi-Academy Trust (Manor MAT), we are committed to bringing the "Manor Mindset" to life within our Religious Education (RE) curriculum. The Manor Mindset, focusing on integrity, resilience and excellence, underpins our approach to fostering a respectful, inclusive and thought-provoking learning environment in RE. This policy outlines how we aim to build meaningful connections with learners, families and the wider community through the exploration of religious beliefs, values and traditions, helping every learner develop the understanding, empathy and character needed to navigate the diverse world around them.

The Manor Mindset inspires us to encourage learners to engage deeply with religious studies, fostering curiosity, open-mindedness and critical thinking. We believe that by understanding different religions, learners gain a broader perspective on the world and develop a clearer sense of identity and belonging. Effective communication is central to our RE curriculum, where learners are encouraged to express their ideas and reflect on their learning, ensuring that their insights on belief systems and moral values are meaningful and relevant to their own lives and the wider world.

Through compassionate support and structured enquiry, our approach reinforces the values of resilience and reflection, encouraging learners to explore complex religious and ethical questions, learn from differing perspectives and grow in understanding. We employ diverse teaching methods—including discussions, storytelling, role-playing, and debates—to make RE engaging and accessible for all, always guided by the Manor Mindset's dedication to excellence. By cultivating a culture of respect, tolerance and thoughtful analysis, this policy ensures that every learner connects with religious education in meaningful ways, growing into confident, empathetic individuals who respect diversity and contribute positively to society to create brighter futures together.

Vision

At East Park Academy, our intent for religious education is to develop a strong foundation of knowledge, spiritual understanding and character—empowering learners to contribute meaningfully to their families, community and the world. Our religious education curriculum is guided by the East Park 8 values: Voice, Creativity, Independence, Collaboration, Leadership and Responsibility, Determination, Kindness and Self-Belief. These values shape our learners' experiences, ensuring they grow into confident, capable and compassionate individuals who are curious about the world's diverse religious traditions.

We prioritise voice by giving learners the confidence to discuss and express their thoughts on religious topics, and creativity is encouraged through exploring and presenting religious information in varied, imaginative ways. We promote independence by equipping learners to investigate and research independently, building resilience and adaptability. Collaboration is key to learning in religious education, as learners work together to explore, understand and respect diverse beliefs and practices.

Leadership and Responsibility are fostered as learners care for their community and take responsible actions based on ethical and moral principles. We emphasise determination by encouraging pupils to overcome challenges in religious enquiry, developing perseverance. Kindness underpins our exploration of different faiths, fostering empathy and an appreciation of diverse ways of life. Finally, self-belief is nurtured as learners develop confidence in their religious understanding and skills, trusting in their ability to contribute to discussions on global and ethical issues.

Our religious education curriculum aims to be purposeful, engaging and inclusive, adapting to meet each learner's needs while providing access to age-appropriate, challenging content. Ultimately, we strive for every child to leave East Park with a deep understanding of religious traditions, a curiosity about the world's diverse beliefs and the knowledge, skills, and character to grow both in heart and mind, enabling them to be as happy as they are successful.

Intent

At East Park Academy we are theologians.

“Religions are different roads converging to the same point. What does it matter that we take different roads, so long as we reach the same goal? There are as many religions as there are individuals,” Mahatma Gandhi.

Our religious education curriculum is coherently sequenced to ensure all learning builds on prior knowledge, progressing towards meaningful goals. From EYFS, where learners develop basic awareness of different religions and their practices, to KS1, where they begin to describe and compare religious beliefs and customs, learners build foundational religious understanding. By KS2, they advance to exploring complex religious concepts, engaging in discussions about moral and ethical issues and analysing the impact of religion on society, enhancing their enquiry-based approaches. This progression of disciplinary skills ensures learners are well-prepared for KS3, where they will apply these skills to understand global religious interactions, make informed judgments and conduct independent investigations. We blend established teaching fundamentals with modern research to inspire enquiry and critical thinking, preparing our learners for the changing world around them and for life beyond school.

We believe that RE is an important part of our curriculum because it...

- Encourages us to be curious about the world and others around us.
- Allows us to see their place in the world locally, nationally and globally.
- Provokes us with challenging questions about human life, beliefs, communities and ideas.
- Allows us to weigh up the value of wisdom from different communities, to disagree respectfully.
- Allows us to enquire into and exploring questions arising from the study of religion and belief and to promote their personal, spiritual, moral, social and cultural development.
- Allows us to develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- Enables us to become aware of our own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- Enables us to think logically and provide critical evaluation.
- Provides us with the opportunity to organise, problem solve, plan and research.
- Empowers us to see the world through a window and reflect back through a mirror of themselves.

Without RE, we would not be able to...

- Be curious about the beliefs of those around us.
- Have tolerance and understanding of those whose beliefs differ from our own.
- Enquire and ask questions respectfully about the beliefs and religious practices of those around us in our community, nationally and globally.
- Gain knowledge regarding the predominant religions in their community and local area.
- Explore religious diversity.

- Glean opportunities to visit and explore places of worships and study significant religious artefacts.

Implementation

At East Park Academy, our curriculum incorporates the statutory requirements set out in the Early Years Foundation Stage framework and the National Curriculum but has been designed to go above and beyond this to provide learners with enriching learning opportunities that enhance their cultural capital. Our bespoke curriculum has been personalised to our school's geography and pupils' unique experiences.

Our carefully designed schemes of work ensure a progression of religious concepts, knowledge and skills from Reception to Year 6. The following key religious concepts are at the core of our curriculum:

- Identity and Culture.
- Prayer and Worship.
- Belonging and Devotion.
- Festivals and Celebrations.
- Inspiring Leaders.
- Teachings and Stories.

Religious vocabulary is also planned for and continually built upon to support learners to 'think and talk like a philosopher'.

RE is taught weekly to ensure depth in coverage and to aid learners' recall and retention of their learning. Medium term plans for each topic reflect prior learning and future learning, including the future KS3 curriculum expectations, to ensure learning is well-sequenced and progressive. Links are explicitly made between their RE topics and other curriculum subjects, to further enable learners to build secure mental schema of the themes being taught.

We are committed to teaching high quality RE lessons that meet the needs of our learners. Across their lessons, children will:

...know	<ul style="list-style-type: none"> - The core beliefs of Christianity, Islam, Sikhism and Hinduism. - A range of religious practices, including festivals, worship, rituals and ways of life. - Significant stories including their moral and religious meaning. - Different symbols and actions which express a religious community's way of life.
...be able to	<ul style="list-style-type: none"> - Use primary and secondary resources. - Enquire and ask questions/ answer questions with sensitivity and respect.

	<ul style="list-style-type: none"> - Articulate their own experiences and beliefs. - Make connections between religious and world views that they learn about. - Communicate, observe and understand a variety of examples of religious and non-religious world views so that they can explain meanings and significance to individuals and communities. - Consider and apply ideas about ways in which diverse communities can live together.
...have experienced	<ul style="list-style-type: none"> - Regular enquiry-based learning. - Opportunities to visit places of worship in the local area. - Exploration of religious artefacts and their significance. - Memorable enjoyable learning experiences that share a sense of belonging. - Opportunities to share and explore their own and others' religious and non-religious beliefs.

Impact

Formative assessment of a learner's progress takes place during each lesson through questioning, observation and written outcomes. As part of the East Park Academy feedback policy, verbal feedback is given to the learners regularly and over the shoulder marking happens where necessary so that immediate feedback can be given and acted upon.

Learners are assessed against identified criteria in a final assessment task four times per year and this is used to identify gaps or misconceptions that learners have in their learning and to inform future planning, including in 'Return and Explore' sessions. These assessments inform the summative assessment that teachers make at the end of each academic year. As a result, children make rapid and sustained progress from their relative starting points.

Lessons and outcomes are monitored frequently by the RE subject lead, as well as pupil voice discussions and evaluations of these are used to continually enhance our curriculum design and delivery.

Breach of Policy

Any breaches of this Policy will be managed under the Trust's Disciplinary Policy and Procedure, which can be located in the **All MAT Staff** area on Teams.