



**Maharishi
School**
CONSCIOUSNESS-BASED EDUCATION

Religious Education Policy 2025-2026

Date last reviewed	October 2025
Reviewed by	Lisa Edwards (Headteacher)
Reviewed by	Dr. Ian Birnbaum (Chair of Governors)
Date of next review	October 2026

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. EYFS
4. Curriculum
5. Teaching and learning
6. Assessment and reporting
7. Equal opportunities
8. Monitoring and review

Statement of intent

Maharishi School recognises the effect that an inclusive teaching style can have on pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development; this is achieved through our Consciousness-based Education Policy, through our PSHE curriculum and through our Religious Education Curriculum. See [Maharishi School](#) website for further details.

The school has created this policy in order to ensure that:

- Pupils from reception to year 11 are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practise and evaluate their work.
- All pupils receive a high level of teaching.
- Community cohesion and high standards of achievement are promoted.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act 1998

This policy has been created with regard to the following statutory and non-statutory guidance:

- DfE (2024) 'Statutory framework for the early years foundation stage'
- 2024 Maharishi Free School Funding Agreement
- DfE (2023) 'Religious education in English schools: Non-statutory guidance 2010'

This policy has been created in conjunction with the following school policies:

- Equality, Equity, Diversity and Inclusion Policy
- Prevent Duty Policy

2. Roles and responsibilities

The subject leader is responsible for:

- Providing policy documents, curriculum maps and schemes of work for the subject.
- Communicating developments in the subject to all teaching staff and the SLT as appropriate.
- Monitoring the learning and teaching of RE and providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with the SBM to purchase further resources.
- Liaising with teachers across all phases.
- Collating subject audit data and setting new priorities for the development of RE in subsequent years.

Classroom teachers are responsible for:

- Acting in accordance with this policy; planning appropriate lessons and ensuring a range of teaching methods are used.
- Ensuring progression of pupils in RE.
- Liaising with the subject leader about key topics, resources and support, as appropriate.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.
- Reviewing and updating short-term lesson plans, building on the medium-term lesson plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

The SENCO is responsible for:

- Organising and providing training for staff regarding pupils with SEND.
- Advising staff on how best to support pupils' needs.

3. EYFS

All children in the EYFS will be taught RE as an integral part of their learning, in line with the following Early Learning Goals:

- Personal, social and emotional development
- Understanding the world

All children will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.

All children will reflect on their feelings and experiences.

Teachers will encourage imaginative play and curiosity in children.

All RE teaching and learning will have regard to the most up-to-date version of the DfE's [EYFS framework](#).

4. Curriculum

RE provision includes a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.

The school will make provisions to account for parents' right to withdraw their child from RE lessons.

All pupils will have a high quality, coherent and progressive experience of RE.

The school will decide the attitudes and skills it wishes to emphasise across a school year or key stage, which meets the needs of the pupils.

Good practice for the curriculum includes:

- Exploring controversial issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.
- Learning outside the classroom by participating in educational visits.
- Introducing themed days and assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.

5. Teaching and learning

The primary phase RE curriculum is delivered on a carousel basis in KS1-2, alternating on a half-termly basis with music. Lessons typically last for one hour.

The secondary phase RE curriculum is delivered once a week in KS3-4 for 30 minutes.

Classroom teachers use texts and resources which model the religious and non-religious beliefs of Great Britain. Classroom teachers encourage pupils to discuss topics covered in RE with their peers and as a whole class.

To improve understanding of the topic, several methods of teaching are deployed, including but not limited to:

- Storytelling
- Teacher-led activities
- Pupil initiated activities
- Debating

- Dramatic performance

To improve communication and language in the classroom, teachers will encourage pupils’:

- Organisation, clarification and sequencing of thoughts, feelings and ideas.
- Development of their own narratives in relation to the stories they hear in lessons.
- Exploration of their feelings and emotions towards set narratives.

6. Assessment and reporting

Pupils are assessed using methods of formative and summative assessment throughout the year. The results from teachers’ assessment are used to inform teachers’ lesson plans.

The progress of pupils with SEND is monitored by the SENCO. The SENCO communicates with classroom teachers to ensure any changes to assessment and attainment are implemented effectively.

Pupils’ attitudes are assessed at least annually via pupil surveys, both internally and using GL Assessment pupil surveys.

7. Equal opportunities

All pupils will have equal access to the RE curriculum. Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances do not impede pupils from accessing RE lessons. The school’s Equality, Equity, Diversity and Inclusion Policy is adhered to at all times.

If a pupil’s participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil’s needs.

8. Monitoring and review

This policy will be monitored and reviewed on an annual basis. The scheduled review date for this policy is October 2026.