



Moredon Primary and Nursery School



Religious Education Policy

Key Document details:

Author: [Coral Bentley](#)

Owner: [Coral Bentley](#)

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Approver:

[Claire Leach](#)

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Religious Education Policy

1 Introduction

- 1.1 At Moredon Primary & Nursery School we believe that religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. We develop the children's knowledge and understanding of world faiths and worldviews, and we address the fundamental questions in life. Children reflect on what it means to have faith and to develop their own knowledge and understanding. Children also enjoy exploring the different festivals that are celebrated around the world

2 Aims and objectives

- 2.1 The aims and objectives of learning R.E. in Moredon Primary and Nursery School are:
- Develop an awareness of spiritual and moral issues in life experiences
 - Develop an ability to weigh up the value of wisdom from different sources
 - Develop knowledge and understanding of Christianity and other major world religions and worldviews in local, national and global contexts.
 - Develop an understanding of what it means to be committed to a religious tradition;
 - Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
 - Have respect for other peoples' views and to celebrate the diversity in society, giving own views respectfully.
 - In Key stage 2, develop investigative and research skills to enable them to make reasoned judgments about religious issues

3 The right of withdrawal from R.E.

- 3.1 At Moredon we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Moredon Primary & Nursery School.

4 Teaching and learning style

- 4.1 Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Diwali, Easter and Passover to develop religious thinking. We organise visits to local places of worship and invite representatives of local religious groups (mainly our local Vicar) to come into school and talk to the children.

5 Curriculum planning in Religious Education

- 5.1 We plan our religious education curriculum in accordance with the Swindon Locally Agreed Syllabus –Discovery RE. This helps to ensure that topics are studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit and we ensure that then planned progression built into the scheme of work offers the children an increasing challenge as they move through the school. This scheme of work is used across the school from Reception to Year 6.

6 Contribution of Religious Education to the teaching of other subjects

6.1. English

RE contributes to the teaching of English in our school by promoting the skills of reading, writing, speaking and listening.

6.2. PSHE

Through our RE lessons, we teach the children in our school about the values and moral beliefs that underpin individual choices of behaviour and through celebrating differences. We contribute to the discussion of topics, such as being me, celebrating differences, having dreams and goals, being healthy, having relationships and things changing.

6.3 Spiritual, moral, social and cultural development

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

We also make links to other areas of the curriculum Including Art, Music and computing.

7 SEND and Inclusion

- 7.1 High quality first teaching is the first step in responding to pupils who have, or may have SEND. Support and intervention, when needed, is provided to pupils with SEND, through questioning, scaffolding and resources.
- 7.2 We value the diversity of individuals within the school and tolerate a no discrimination philosophy. All children are treated fairly, regardless of race, religion, or ability. All children and families are valued within our school. We recognise that all pupils bring different experiences, interests and strengths which influence the way they learn, and we encourage all children to succeed and do their best.
- 7.3 We aim to give each child the opportunity to experience success in their learning and ensure equal opportunities will be extended to all pupils. We encourage children to make their own choices and in giving reasons for decisions and actions. We recognise that children develop in individual ways and at varying rates.

8 Assessment

- 8.1 We assess the children in order to ensure that they make progress in this subject. We do this informally during the lessons and through the school's Foundation Subjects assessment procedure.

9 Monitoring and review

- 9.1 Using an action plan, the subject leader monitor and scrutinise planning and teaching of R.E. Book looks and Pupil Voices are carried out throughout the school year to ensure that there is a clear progression of R.E skills across the school.

10 Cultural Day

- 10.1 The school celebrates Cultural Day. This is a means of promoting our diversity and vast cultural community.