ABBEY MEAD
PRIMARY ACADEMY

Introduction

At Abbey Mead Primary Academy, Religious Education (RE) provides pupils with opportunities to develop their knowledge and understanding of religions and non-religious worldviews and to consider the ways in which beliefs influence how people live.

Our RE curriculum encourages pupils to ask thoughtful questions, develop their knowledge of different beliefs and practices, recognise diversity within and between religions and worldviews, and reflect upon their own ideas and experiences.

RE is taught in an inclusive, respectful and academically appropriate way. It does not seek to promote a particular religion or belief. Instead, pupils are encouraged to develop knowledge, curiosity, respect and the ability to discuss different viewpoints thoughtfully.

Statutory Requirements
Religious Education is a statutory curriculum subject.
At Abbey Mead Primary Academy, RE is planned in accordance with the **Leicester City Agreed Syllabus for Religious Education 2024–2029** and the statutory requirements relating to the teaching of Religious Education.
RE is distinct from collective worship. Collective worship and assemblies do not replace the curriculum time allocated to RE.

Intent
Our RE curriculum aims to enable pupils to:

- develop secure knowledge and understanding of a range of religions and non-religious worldviews;
- understand important religious and philosophical concepts and vocabulary;
- understand how beliefs and worldviews influence people's lives, choices and actions;
- recognise similarities and differences between and within religions and worldviews;
- understand that people belonging to the same religion or worldview may believe and practise in different ways;
- ask meaningful questions about belief, meaning, purpose, morality and human experience;
- discuss and compare different perspectives respectfully;
- develop their own ideas while respecting the right of others to hold different beliefs and worldviews;
- understand the religious and cultural diversity of Leicester, Britain and the wider world.

Through RE, pupils develop the knowledge and skills needed to engage respectfully and thoughtfully with the diverse communities in which they live.

Curriculum Organisation

Our RE curriculum is carefully sequenced from the Early Years Foundation Stage to Year 6 so that pupils progressively develop their knowledge and understanding.

The school's RE long-term plan identifies the substantive knowledge, key vocabulary, religions and worldviews studied within each year group.

Across the curriculum, pupils encounter Christianity and a range of other religious traditions, including Islam, Hinduism, Sikhism and Judaism, alongside non-religious worldviews such as Humanism where appropriate.

Pupils develop their understanding of important concepts including:

- belief and worldview;
- God and creation;
- worship and prayer;
- sacred texts;
- belonging and community;
- celebrations and festivals;
- rites of passage;
- pilgrimage;
- morality and ethical decision-making;
- life, death and the afterlife.

Learning is revisited and developed as pupils progress through school, enabling them to make increasingly sophisticated connections between different religions and worldviews.

Early Years Foundation Stage

In the Early Years, children begin to explore religion and worldviews through their understanding of themselves, their families, communities and the wider world.

Children encounter stories, celebrations, places, people and traditions and are encouraged to notice similarities and differences between themselves and others.

Teaching contributes particularly to children's development within **Understanding the World**, while also supporting communication and language and personal, social and emotional development.

Teaching and Learning

RE should be engaging, challenging and accessible to all pupils.

Teachers use a range of approaches including:

- discussion and questioning;
- stories and sacred texts;
- artefacts and visual resources;
- drama and creative activities;
- comparison and enquiry;
- visits and visitors;
- opportunities for reflection;
- written, oral and practical responses.

High-quality discussion is an important part of RE. Pupils are encouraged to explain their ideas, use appropriate religious and worldview vocabulary and respond respectfully to the views of others.

Where possible, pupils should encounter authentic examples of lived religion through visits to places of worship, visitors from religious and worldview communities and high-quality resources.

Teachers should avoid presenting religions as though all members believe or practise in exactly the same way. Pupils should understand that diversity exists both **between and within** religious and non-religious worldviews.

Knowledge and Vocabulary

The curriculum identifies key knowledge and vocabulary for each unit.

Teachers explicitly teach this vocabulary and provide regular opportunities for pupils to revisit and apply previously learned concepts.

Learning should build upon prior knowledge so that pupils increasingly make connections between different units, religions, worldviews and concepts.

Festivals and Celebrations

Pupils encounter significant religious festivals and celebrations as part of the wider RE curriculum.

Festival teaching is planned to build knowledge progressively rather than repeating the same activities each year. Teaching should focus on the religious meaning and significance of a festival for believers and make appropriate links to the wider curriculum.

Festivals and celebrations should therefore be taught within the context of pupils' developing understanding of religions and worldviews rather than as isolated cultural or craft activities.

Inclusion and Adaptive Teaching

RE is an inclusive subject and should be accessible to all pupils, including pupils with SEND.

Teachers adapt teaching appropriately while maintaining ambitious expectations. Adaptations may include pre-teaching vocabulary, visual resources, carefully structured questioning, sentence stems, practical experiences, additional modelling and alternative ways for pupils to demonstrate their understanding.

The essential knowledge identified within each unit should remain central so that all pupils can build the foundations needed for future learning.

Pupils who demonstrate secure understanding should be challenged to deepen their thinking through explanation, comparison, interpretation, reasoning and increasingly complex questions.

Assessment

Assessment in RE focuses on how well pupils know, understand and can apply the important knowledge identified within the curriculum.

Teachers use a range of formative assessment approaches, including questioning, discussion, retrieval activities, pupil responses and completed work.

Assessment should help teachers identify what pupils know and remember, address misconceptions and inform future teaching.

Pupils should increasingly be able to use appropriate vocabulary, explain religious and non-religious beliefs and practices, make connections between ideas and compare different perspectives.

Educational Visits and Visitors

Visits and visitors are an important way of enriching pupils' understanding of lived religion and worldviews.

Where appropriate, pupils may visit places of worship or engage with members of religious and worldview communities.

Such experiences should support clearly identified curriculum knowledge and should be appropriately prepared for and followed up in lessons.

Respect, Diversity and Personal Belief

RE provides a valuable opportunity for pupils to encounter beliefs and perspectives that may differ from their own.

Teachers establish a respectful environment in which pupils can ask questions and discuss different viewpoints.

Pupils should never be expected to adopt, practise or affirm a particular religious belief. They may express their own views where they choose to do so, while learning to listen respectfully to others.

Teaching should distinguish between learning **about** religious practices and participating in religious observance.

Contribution to Personal Development

RE contributes to pupils' spiritual, moral, social and cultural development by providing opportunities to explore questions concerning meaning, belief, identity, morality and human experience.

It supports pupils in understanding and respecting people with different religions, beliefs and worldviews and contributes to their preparation for life in modern Britain and in the diverse communities of Leicester.

Right of Withdrawal

Parents and carers have a legal right to withdraw their child from all or part of Religious Education.

Where a parent or carer is considering withdrawal, the school will encourage a discussion with the Headteacher or RE subject leader so that the aims, content and approach of the school's RE curriculum can be explained.

Where a pupil is withdrawn, the school will follow the relevant statutory requirements and agreed procedures.

Leadership and Monitoring

The RE subject leader is responsible for supporting the implementation and development of the RE curriculum across the school.

This includes monitoring curriculum coverage and progression, supporting teachers with subject knowledge and pedagogy, reviewing pupils' learning and ensuring that curriculum documentation remains aligned with the Leicester City Agreed Syllabus.

The policy and associated curriculum documentation will be reviewed periodically to ensure that they continue to meet statutory requirements and the needs of pupils at Abbey Mead Primary Academy.