



Religious Education Policy

Date of issue	Next review	Version	Signed: Chair of Governors	Signed: Headteacher
May 2026	May 2028			

Intent

At Mundella Primary School, we follow the Twinkl RE scheme of work. This curriculum aims to develop thoughtful, curious and open-minded pupils who engage critically with religion and worldviews. Our curriculum is relevant and meaningful, reflecting pupils' experiences and preparing them for life in modern Britain.

The intent of the Twinkl RE curriculum is to ensure children develop their knowledge and understanding across the ten strands: Believing, Teaching, Celebrating, Sacred Places, Practices and Rituals, Pilgrimage, Expressing, Leading, Acting and Asking. Our goal is for children to confidently discuss a range of worldviews, demonstrate respect for different perspectives and apply their subject knowledge to current, future and past social situations. By exploring theological, philosophical, historical and social science lenses, children will gain a deep understanding of how religion and worldviews have shaped and continue to shape the world around us. By the end of KS2, we aim for children to: be confident in discussing a variety of worldviews; show respect and understanding of different perspectives; apply their RE knowledge to various social contexts and have a solid grounding in RE, preparing them to deepen their understanding in KS3. Reflection is a key component of the Twinkl RE curriculum. Children are encouraged to use reflection to consider and engage with other worldviews, which aids in the development of their own beliefs. Through reflective activities, students are prompted to think critically about what they have learnt, understand different beliefs and practices and respect the diversity of perspectives they encounter. This reflective approach not only helps children to internalise and retain knowledge but also supports their personal growth by allowing them to develop empathy and a broader understanding of the world.

Implementation

Reflecting the findings of the *Ofsted Research Review Series: Religious Education* (May 2021), the Twinkl RE scheme is structured around three interconnected strands that run throughout the curriculum:

- Substantive knowledge (conceptual understanding of religions and worldviews),
- Disciplinary knowledge (the ways in which knowledge about religion and worldviews is constructed and explored), and
- Personal knowledge (reflection on pupils' own ideas, values and viewpoints).

These strands are interwoven across all units to create lessons that build pupils' conceptual understanding of religion and worldviews while engaging them in a range of disciplinary approaches. Pupils are also supported to explore and articulate their preconceptions, personal worldviews and positionality through varied, reflective and engaging learning experiences.

The Twinkl RE scheme provides units and lessons carefully sequenced to revisit and build upon prior conceptual knowledge. Pupils progress by deepening their understanding of substantive and disciplinary concepts through encountering them in a variety of contexts. In Key Stage 2, pupils develop a broader awareness of the range of religious and non-religious worldviews and explore in greater depth the diverse nature of lived experience across different communities.

RE teaching will be framed through explicit disciplinary lenses (for example, being historians or being philosophers) so that pupils understand the different ways knowledge is explored and constructed. At the start of each lesson, teachers will share the relevant lens, helping children to recognise the perspective they are working within. Each lesson and unit is built around an overarching disciplinary lens, which will guide teacher questioning, activities and discussions, ensuring learning is approached predominantly from that standpoint. Where questions draw on an alternative lens, this will be clearly

signposted to support pupils in developing a secure and reflective understanding of multiple ways of knowing.

Lessons are designed to be varied, engaging and enquiry-based, providing pupils with opportunities to explore, discuss and record their thinking in different ways. Through each lesson, pupils engage with both substantive and disciplinary knowledge, developing a secure understanding of diverse religions and worldviews.

The scheme provides guidance for adaptive teaching in every lesson to ensure that all pupils can access learning, alongside opportunities to deepen and extend understanding where appropriate.

Knowledge organisers support pupils in developing secure conceptual understanding by summarising key ideas, vocabulary and concepts for each unit and linking these to studied examples. Units are carefully designed to build on prior learning, highlight key subject knowledge and address common misconceptions.

As part of studying religion and worldviews, pupils may encounter sensitive or controversial issues, either through planned learning or through discussion arising naturally from lessons. Throughout the curriculum, pupils are taught the skills needed to engage in respectful discussion, listen carefully to others and respond sensitively and thoughtfully within a safe and supportive classroom environment. The programme of study explores themes within Hinduism, Christianity, Judaism, Sikhism, Hindu Dharma, Paganism, Humanism and Buddhism. The overview is located within Appendix 1.

EYFS

During the Foundation Stage, children begin to explore the world of religion in terms of special people, books, times, places, objects and visiting places of worship. Children listen to and talk about stories. These are frequently used as starting points for discussions and exploration. The children are introduced to specialist words and use their senses in exploring religious beliefs, practices, and forms of expression. They reflect upon their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live in line with the principles of the EYFS. Planning and provision are relevant and begins with the child and their personal/real experiences.

The religious education curriculum is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. By providing a safe climate, experiences can be shared, and learning can move forward as children become aware of the community around them and their place in it. Children's home backgrounds are recognised and celebrated and the faiths and beliefs to which the children in the class belong, are used as a starting point in planning to meet the needs of each cohort.

Entitlement and Inclusion

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers provide a range of teaching styles and groupings to allow all children to make progress. Every child will be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem. All children have equal access to the curriculum as expressed in our Equal Opportunities Policy.

The Right of Withdrawal from RE

Mundella Primary School is an inclusive community but recognises that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. 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.

Managing the right of withdrawal

- Our school will ensure that parents who want to withdraw their children from religious education are aware of the syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents will be made aware of the learning objectives and what is covered in the religious education curriculum and be invited to discuss their views with the headteacher.
- The school will review requests each year, in consultation with the parents.
- The use of the right to withdraw will only be at the instigation of parents and will be determined whether it is from the whole of the subject or specific parts of it.
- Where parents have requested that their child is withdrawn, the parents will be expected to provide suitable learning activities which the school will supervise, though not provide additional teaching, or incur extra cost.

The contribution RE makes to other curriculum aims

Spiritual, moral, social and cultural development: Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Examining and exploring religions and beliefs, through the distinct knowledge, understanding and skills contained in religious education, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

Religious education plays an important role in preparing pupils for adult life, employment, and lifelong learning. It helps children and young people become successful learners, confident individuals, and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community Cohesion

Religious education makes an important contribution promoting community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

The school community

Religious education provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored. The community within which the school is located. Religious education provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community

A major focus of religious education is the study of diversity of religion and belief in the UK and how this influences national life.

The global community

Religious education involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

Impact

The impact of Twinkl's RE scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, unit quizzes and knowledge organisers are available to support with summative assessment.

After the implementation of the Twinkl curriculum, pupils will be equipped with a range of disciplinary skills and knowledge to enable them to succeed in their secondary education. They will be prepared for life in modern Britain, being able to interact with others from different religious and non-religious viewpoints in a respectful, knowledgeable, and open-minded way. They will be enquiring learners who ask questions and make connections. They will be confident to explore their personal worldview and have the skills to appreciate, evaluate and respond to religious, philosophical, and ethical questions.

The expected impact of following the Twinkl RE scheme of work is that children will:

- Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance.
- Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally.
- Understand some of the ways religions and worldviews are studied (disciplinary knowledge).
- Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge).
- Build secure vocabulary which allows them to talk confidently and fluently about their learning.
- Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.
- Talk about the similarities and differences between their own and others' beliefs with respect and open mindedness.
- Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.
- Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place.

The Twinkl RE curriculum emphasises the importance of diverse representations within and across religions and worldviews, focusing on real people's lived experiences of their beliefs.

The policy implementation is the responsibility of all staff. Its use and effectiveness will be supported and monitored by the RE Subject Leader, on behalf of the Head Teacher and Governors.

Appendix 1

Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Belonging Christianity, Judaism and Humanism Additional Lesson: Hindu Dharma	Christmas Christianity	Ramadan and Eid Al-Fitr Islam	Christian Stories Christianity	Sacred Places in Judaism Judaism	Special Journeys Christianity, Islam and Humanism Additional Lesson: Buddhism and Hindu Dharma
Year 2	Churches and Cathedrals Christianity	Jewish Stories Judaism	Christianity in art Christianity	New Beginnings Christianity, Judaism, Islam and Humanism Additional Lesson: Sikhi	The Life of Prophet Muhammad (PBUH) Islam	Exploring Creation Christianity and Judaism Additional Lessons: Dharmic and nonreligious worldviews
Year 3	Harvest Celebrations Christianity, Judaism, Sikhi, Hindu Dharma and Paganism	Hindu Life in Britain Hindu Dharma	Jewish Life and Beliefs Judaism	Jesus: Teacher and Leader Christianity	Exploring Morals and Values Christianity	Pilgrimage Christianity
Year 4	The Five Pillars of Islam Islam	Christian Life in Britain Christianity	Sacred Places in Hindu Dharma Hindu Dharma	Incarnation: The Holy Trinity Christianity	Prayer Christianity, Islam and Hindu Dharma	Faith in Art Christianity, Islam, Hindu Dharma and Sikhi Additional Lesson: Alevism
Year 5	Hindu Worship Hindu Dharma	Charity Christianity, Sikhi and Humanism Additional Lessons: Islam	Diversity in Christian Worship Christianity	Salvation Christianity	Exploring Identity Humanism Additional Lessons: Looking at other religious ideas	Islamic Pilgrimage Journeys Islam
Year 6	The Bible Christianity	Life Beyond Abrahamic and Dharmic worldviews Additional Lesson: Non-religious worldviews	Leaders of Faith: Christianity Christianity	Understanding Hindu Dharma Hindu Dharma	Exploring the Existence of God A variety of religions and worldviews including atheism	Caring for Our World Christianity, Hindu Dharma and Islam Additional Lesson: Divergent Worldviews