Sir Alexander Fleming Primary School and Nursery

'Belonging, Being, Becoming'

Religious Education Policy

Updated: September 2026

Review Date: September 2027

Our school values



SAFE – keep ourselves and others safe by making sensible choices within school, online and in the community.



RESPECT – have the social, emotional and nurturing skills to respect ourselves, our families and our communities.



PRIDE – be proud of what we all achieve by aspiring to work hard and become your 'best self'



BRAVERY – to overcome barriers by attempting difficult challenges by being resilient, independent and inquisitive.



SUCCESS – achieving high standards with a belief that with effort anything is achievable.

RE makes an important contribution to a school's duty to promote 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. Effective RE will promote community cohesion at each of the four levels:

- The school community – RE 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 – RE 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 RE is the study of diversity of religion and belief in the UK and how this influences national life.
- The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

Aims

The aims of Religious Education at Sir Alexander Fleming are to enable our pupils to become knowledgeable about religion, the diversity of religion and beliefs, and the impact religion has on the world globally, nationally and within our community.

We aim to enable pupils to:

• Acquire and develop knowledge and understanding of Christianity and other principal religions in the United Kingdom and the faiths represented in our local community.

• Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies, and cultures.

• Develop a positive and inquisitive attitude towards other people who hold beliefs different from their own, and towards living in a society of diverse religions and beliefs.

• Develop investigative research skills to enable reasoned judgments about religious issues.

• Enhance their own spiritual, moral, cultural, and social development by:

1. Reflecting on their own experiences and to develop a personal response to the fundamental questions of life, and how religious beliefs and practices can relate to them.

2. Express their own personal viewpoints in a thoughtful, reasoned, and considerate way.

Statutory Requirements

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the governing body. The ERA also allows teachers and teaching assistants to refuse to teach religious education, but only after they have given due notice of their intention to the governing body. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

The religious education curriculum forms an important part of our school's spiritual, moral and social teaching and promotes education for citizenship. Our school RE curriculum is based on the Telford & Wrekin Religious Education agreed Syllabus 2014 [SACRE] and we follow the Telford and Wrekin SACRE RE Scheme. We use the Telford and Wrekin SACRE RE Scheme of Work written by Lat Blaylock as the basis for our planning. The topics studied in religious education build upon prior learning, and we offer opportunities for pupils of all abilities to develop their skills and knowledge in each unit. Progression is built into the scheme of work which offers the children increasing challenge as they move through the school.

Teaching and Learning

Foundation Stage

We teach religious education to all children in the school, including those in the Reception class. In Reception classes, religious education is an integral part of topic work covered during the year within

Understanding the World; People, Culture and Communities. We relate the religious education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children in the Reception class. In the Reception class children will have opportunities to find out and learn about the world they live in.

These experiences will include:

- learning about the beliefs and cultures of others in the world and in our community;
- gaining an understanding of different festivals celebrated within our community;
- hearing stories from a variety of cultural and religious traditions.

KS1

Pupils will study Christianity as the principal focus and Islam as the major focus.

KS2

Pupils will study Christianity as the principal focus, Islam as the major focus and Sikhism as a minor focus. Pupils will also learn about Hinduism, Judaism, Buddhism and Humanism.

Alongside units provided by SACRE, we also include community projects to enrich the children's experiences. This would involve using conducting surveys and analysing data, interviewing, and studying existing reports and data.

We have chosen Islam and Sikhism as our primary focuses as these faiths are most represented in our children's families and the wider community in Telford.

Religious Visits

Educational visits to a variety of places of worship are planned throughout the year and link to the units of work taught. We are also very lucky to be able to invite religious leaders into school. We value these visits highly. The children know and remember more because of the experiences.

During the 7 years at Sir Alexander Fleming Primary School all children will have the opportunity to:

- Visit at least two contrasting churches (a number of times).
- 'Go on' virtual visits to cathedrals, mandirs, temples, mosques and synagogues.
- Visit Telford Central Mosque
- Visit a Sikh gurdwara.
- Listen to and question visitors from C of E, Baptist and Pentecostal churches, a local Rabbi, the Imam of Telford Central Mosque, a Buddhist monk, and regular 'Open the Book' bible stories from Sutton Hill Church.

Equal Opportunities and Inclusion

At Sir Alexander Fleming Primary School, we plan to provide for all pupils regardless of gender, ethnicity, socio-economic status, cultural background, academic ability, Special Educational Need/Disability or vulnerability to achieve their full potential. We are committed to ensuring that children and staff are happy and that they enjoy coming to school. This policy will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and code of conduct. We are committed to meeting the needs of everyone especially those identified in the 2010 Equality Act. In line with our 'Equal Opportunities Policy' we are committed to providing a teaching

environment that promotes learning. Children are given opportunities to work with others, listen to each other and treat everyone with respect.
We will:

- Plan our classroom activities to challenge.
- Be aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time.
- Use materials for teaching which avoid stereotyping, bias towards race, gender, role or disability.
- Deal with such issues clearly and sensitively when they arise.
- Ensure our relationships engender fairness and respect for everyone.
- Use adaptive teaching to ensure all children are able to be successful theologians.

Children identified as needing extra support in English will be given the appropriate help in the classroom. Providing for SEND pupils should take account of each pupil's particular learning and assessment requirements and incorporate specific approaches which will allow all individuals to succeed.

Assessment and recording

We assess children's work in religious education by making informal judgements as we observe them during lessons. Units will start with formative assessment in a form the teacher deems appropriate. Learning will be recorded as a group, on Seesaw or in books. Not all learning need be recorded.

At the end of each unit of work the children will have 'The Big Question' as outlined on the long term overview for Religious Education at SAF. This will form part of teacher assessment of the children's understanding of what has been taught and remembered. Children will be given opportunities to demonstrate their knowledge in various ways which suit them (interviews, videoed reports, written work, illustrations, quizzes etc).

Resources

The Telford and Wrekin SACRE RE Scheme of Work identifies resources relating to each unit of work. We also have resources available to us from the Schools' Library, Shropshire Library Service and Telford Multicultural Development Team to teach all our religious education teaching units. We also keep our own high quality resources for teaching religious education.

Policy links

Equal opportunities policy
Marking and feedback policy
SEND policy
Curriculum policy
Long term overview
Progression of skills and knowledge in RE
Assessment policy