

Mandale Mill Primary School



Religious Education Policy

Status	Date
Date issued	January 2026
Prepared by	D Hussey
Review date	Spring Term 2028
Date adopted by Governing Body	

Excellence

Excellence for all children in all aspects of their school journey and beyond.

Mandale Mill Primary School RE Policy

Intent

Children are given the opportunity to learn about and learn from religion and world-wide views throughout their school-life. Through enquiry and experience, children will consider key questions that concern all of humanity. Children are encouraged to develop positive attitudes in their exploration of religious ideas and concepts. They will benefit from focused, meaningful visits and visitors, in order to enrich understanding, foster strong local connections and celebrate cultural diversity. Our children learn to be tolerant and respectful of others in the world.

Local Context

The context of RE at Mandale Mill Primary is that of a primary school, serving children in the age range 2 to 11. We teach according to the Stockton-on-Tees Locally Agreed Syllabus. We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE. We recognise the inter-relationship between pupils' spiritual, moral, social and cultural development, and the leading role which the RE curriculum plays in some of these areas.

The Aims of RE at Mandale Mill Primary School

The Aims of RE at Mandale Mill Primary School will be provided in line with legal requirements. These are that:

- The basic curriculum will include provision for religious education for all pupils on the school roll;
- The content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
- The RE which is provided shall be in accordance with the Stockton-on-Tees Locally Agreed Syllabus.

Within the framework of the law and the Agreed Syllabus, the aims of RE at Mandale Mill Primary school are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;
- Develop an understanding of the influence of religious and non-religious worldviews, values and traditions on individuals, communities, societies and cultures, locally, nationally and globally;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom.

Religious Education will also enhance children's spiritual, moral, cultural and social development by:

- Developing awareness of fundamental questions of life raised by human experiences and of how religious teachings can relate to them;
- Responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience;
- Reflecting on their own beliefs, values and experiences in the light of their study;
- Developing positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and worldviews.

Time Allocation

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two. RE curriculum time does not include assembly or collective worship, even when the assembly provides a starting point for curricular work. Christmas and Easter production rehearsals and performances are not RE.

Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the Stockton-on-Tees Locally Agreed Syllabus.

Teaching and Learning Strategy

Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Agreed Syllabus in a creative, knowledge-rich, broad and balanced way.

Visits and Visitors

We are able to visit places of worship in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class.

Assessment

We report on pupils' progress and attainment in RE to parents, as required by law. The Stockton-on-Tees Locally Agreed Syllabus provides descriptions of progress and attainment, which the school has agreed to use as a basis for reporting at the end of each key stage. We make specific, individual, accurate comments on each child's progress in

RE in annual reports, based on regular monitoring of work and transfer this information to new schools when pupils leave us.

Inclusion

Provision is made for all children regardless of ability, disability, additional needs, medical conditions, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the school will take measures against those who do not abide by this ethos.

Withdrawal

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum, which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Resources

Resources are kept in a central location and categorised into faiths. Digital resources and planning are kept in a shared folder on the school's shared system.

Impact

As such we expect the children at Mandle Mill to:

- Explore their own thoughts and feelings and relate them to the world around them;
- Understand how religion influences people's lives;
- Value themselves and the beliefs of others;
- Develop empathy, thus helping pupils to recognise and challenge stereotypes found throughout the world;
- Consider commitment and a sense of belonging;
- Appreciate the feelings of awe, wonder, reverence and humility experienced in everyday life;
- Foster a sense of self-worth and enhance positive self-esteem.

Roles and Responsibilities

The RE Subject Leader:

- Providing advice and encouragement on RE for other staff as necessary;
- Maintaining the RE resources;
- Attending relevant courses, network meetings and disseminating information;
- Monitoring and reviewing practice and standards in RE;
- Leading Inset where necessary;
- Informing the policy review process:

- Ensuring this policy is embedded into school provision and reporting to governors on the effectiveness of this policy.

Teachers:

- To plan a sequence of lessons that meet the statutory requirements and the Agreed Syllabus as adopted by Mandale Mill Primary School;
- To enhance children’s spiritual, moral and cultural and social development;
- Assess children’s progress in line with the Stockton-on-Tees Locally Agreed Syllabus;
- Report annually on children’s progress in RE.

Governing Body:

The Governing Body works in close partnership with the Headteacher, staff and Local Authority. It is the Governing Body’s responsibility to ensure the high standard of education within RE and the wider curriculum. They are also responsible for overseeing monitoring, approving the RE policy and ensuring the curriculum which Mandale Mill has adapted is broadly balanced and responsive to the needs of the pupils. They are responsible for ensuring the RE curriculum is written in such a way is provides for all pupils, including those who are disadvantaged, SEN, EAL, more able or lower prior attainers.



Article 12 – You have the right to give your opinion, and for adults to listen and take it seriously.

Article 14 – You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong and what is best for you.

Article 28 – You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29 – Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30 – You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

