



FAIRLANDS PRIMARY SCHOOL

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POLICY STATEMENT

RELIGIOUS EDUCATION

APPROVED BY GOVERNORS	September 2026
TO BE REVIEWED BY	September 2029

FAIRLANDS PRIMARY SCHOOL
RELIGIOUS EDUCATION POLICY

AIMS

At Fairlands, Religious Education (RE) is a vital part of our broad and balanced curriculum. It enables pupils to engage in rich and meaningful discourse about religious and non-religious worldviews, helping them make sense of their own place in a diverse, multi-religious and multi-secular society.

Our RE curriculum is taught through Kapow Religion and Worldviews scheme.

- Substantive knowledge: understanding beliefs, practices, and traditions across a range of religions and worldviews.
- Disciplinary knowledge: learning how to interpret, analyse, and evaluate religious and philosophical ideas.
- Personal knowledge: reflecting on how beliefs and values relate to pupils' own experiences and identities.

RE is taught through classroom lessons and explored in assemblies, with an emphasis on intellectual challenge, respectful dialogue, and personal enrichment. Pupils are encouraged to ask questions, consider different perspectives, and develop empathy and critical thinking.

ORACY

Fairlands Primary School is committed to developing pupils' confidence and competence in spoken language by providing rich opportunities for purposeful talk across the curriculum. We teach children to speak clearly, listen actively, express ideas thoughtfully, and engage respectfully with others, recognising oracy as a vital foundation for learning, wellbeing, and future success. Through a language-rich environment, consistent modelling by staff, inclusive support for all learners, and structured opportunities for discussion, debate, and presentation, we ensure every child becomes an articulate communicator who can use talk to think, learn, and participate fully in school life.

LEGAL REQUIREMENTS

The legal requirements concerning the provision of Religious Education are from the Education Act 1996 (S. 375), the School Standards and Framework Act 1998 (SS. 69 and 71 and Schedule 19) , the Education Act 2002 (S. 80), A Curriculum framework for Religious Education in England, as well as the Ofsted Research review series: religious education (May 2021).

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request.

Parents may request that their child be wholly or partly excused from receiving religious education, although this should only be done once the parents have been spoken to and shown the unit of work to be covered.

Our school's Religious Education is based on Kapow's Religions and World Views Curriculum. Kapow's Religion and Worldview scheme of work meets government guidance, which states that RE must reflect that 'the religious traditions in Great Britain are, in the main, Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

INTENT

Children will build their conceptual knowledge through studying religions and worldviews locally, nationally, and globally in this progressive curriculum, enabling them to make links and connections between worldviews, develop disciplinary skills and build on their understanding of their positionality in relation to their learning. By revisiting key 'big questions' and building on prior knowledge, children will learn about how religion and worldviews are lived experiences across the world, consider the impact of worldviews on society and have opportunities to consider their personal worldviews.

We all play a part in creating the world and society we live in. What we believe, whether religious or not, contributes significantly to this. RE helps pupils (and the school as a whole) to reflect on the ways in which beliefs influence how individuals and communities live their lives.

TEACHING AND LEARNING

Kapow Primary's Religion and Worldviews scheme has the following three strands running through it: substantive knowledge (conceptual and worldviews related), disciplinary knowledge, and personal knowledge.

These strands are interwoven across all units to create lessons that build children's conceptual knowledge and understanding of religion and worldviews (substantive knowledge) and use a range of disciplinary lenses. Children will also be equipped to explore and express their preconceptions, personal worldviews and positionality (personal knowledge) through varied and engaged learning experiences.

In EYFS, children begin to talk about the beliefs of their immediate family and community, recognising that people have different beliefs and celebrate special times in different ways. They listen to religious and modern-day stories and compare and contrast characters, including figures from the past.

Children develop their awareness of religion and worldviews in Key stage 1, focusing on conceptual knowledge through the study of a limited range of religions and worldviews represented in the UK, including Christianity.

This will support children in building knowledge they can refer to throughout their learning in Key stage 2 while encountering a greater range of religions and worldviews and considering further the diverse nature of religious and non-religious lived experience.

Each unit includes overarching 'big questions' which will be revisited throughout key stage 1, lower key stage 2 and upper key Stage 2, allowing children to apply the breadth and depth of their learning across various concepts. These 'big questions' are: Why are we here? Why do worldviews change? What is religion? How can worldviews be expressed? How do worldviews affect our daily lives? How can we live together in harmony if we have different worldviews?

Visitors are welcomed to our school to talk about their faith and beliefs; we also arrange visits to places of worship and celebrate a range of significant religious festivals. Resources including digital media, drama, music and art is used to support teaching and learning.

ASSESSMENT

Our religious education and world views curriculum is monitored through both formative and summative assessment opportunities. Each lesson has guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and a knowledge catcher, which can be used at the end of the unit to provide a summative assessment.

INCLUSION

The Religion and World Views is the RE entitlement of all pupils in maintained schools and therefore supports the principles of inclusion as set out in the National Curriculum:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of Pupils.

As the subject matter of RE sometimes raises sensitive issues, it is important that teachers are aware of, and are sensitive to, the background and personal circumstances of their Pupils.

It is expected that teachers of pupils with special educational needs will adapt the RE provision according to their own situation, meeting the needs of the children in the most appropriate way. This also includes meeting the needs and challenges of the most able Pupils.

We ensure that the RE curriculum is available to all pupils, with equal appropriate access regardless of gender, race, religion or ability.

SUBJECT LEADER

The Subject Leader is responsible for the monitoring and development of the subject throughout the school as well as organising relevant CPD for staff to improve knowledge and understanding.

This includes:

- attending cluster group meetings and relevant courses
- working alongside colleagues at both key stages
- updating resources/resource boxes
- checking medium term plans and advising on best practice
- monitoring progression
- looking at RE books and talking to pupils about their work

REVIEW

This policy is reviewed in line with the school's schedule for policy review.