

# Windsor Community Primary School



## Religious Education Policy

September 2025

**Intent**

At Windsor Community Primary School, Religious Education (RE) is an essential part of our broad and balanced curriculum. Rooted in the principles of the Liverpool Agreed Syllabus for Religious Education (2020–2025), our intent is to ensure that all children—of any faith or worldview—feel valued, respected, and included.

The principal aim of Religious Education in Liverpool is to enable pupils to:

‘Engage in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.’

Through an enquiry-based approach, our curriculum enables pupils to:

- Know about and understand a range of religions and worldviews, recognising their local, national, and global presence.
- Express ideas and insights about the nature, significance, and impact of religions and worldviews.
- Gain and deploy skills to engage purposefully, respectfully, and critically with questions of meaning, purpose, and truth.

RE at Windsor Community Primary School promotes spiritual, moral, social, and cultural development (SMSC) and supports pupils in exploring British Values, diversity, and community cohesion. It enables children to reflect on their own beliefs and experiences, fostering empathy, curiosity, and respect for others. Our aim is to prepare pupils to live and thrive in a pluralistic and inclusive society.

## **Implementation**

At Windsor Community Primary School, we follow the Liverpool Agreed Syllabus for RE (2020–2025) and use the associated Scheme of Work to plan lessons, ensuring clear progression in knowledge, understanding, and skills through enquiry-based key questions. In addition, educational visits to places of worship and encounters with visitors from diverse faiths and worldviews bring learning to life. These experiences deepen empathy, foster curiosity, and build valuable cultural capital, broadening pupils’ perspectives and preparing

them to engage confidently with the wider world.

#### Curriculum Design:

- RE is taught as a discrete subject within our broad and balanced curriculum, with links to PSHE, History, Geography, and other subjects where appropriate.
- The curriculum is enquiry-led; each unit is structured around a key question that encourages investigation, reasoning, and reflection.
- Christianity is studied in every key stage, alongside other principal religions represented in Great Britain, such as Islam, Judaism, Hinduism, and non-religious worldviews such as Humanism.
- Learning builds progressively across EYFS, KS1, and KS2 to ensure deepening understanding, vocabulary, and critical thinking skills.

#### Early Years Foundation Stage (EYFS):

Children encounter religions and worldviews through stories, celebrations, and sensory experiences. They explore their own sense of belonging and learn about similarities and differences between themselves and others. RE contributes to the EYFS areas of Personal, Social and Emotional Development, Understanding the World, and Communication and Language.

#### Key Stage 1:

Pupils explore Christianity, Islam, and Judaism, considering key questions such as 'What does it mean to belong to a faith community?' and 'How should we care for others and the world?' They begin to identify beliefs, practices, and symbols, and reflect on what these mean for believers.

#### Key Stage 2:

Pupils extend their learning about Christianity, Islam, Judaism, Hinduism, and Humanism, considering deeper questions such as 'What do religions say to us when life gets hard?' and 'If God is everywhere why go to a place of Worship?' They make connections between belief, practice, and community, and develop their own reasoned viewpoints.

#### Teaching and Learning:

- Lessons use a range of approaches—discussion, storytelling, drama, art, enquiry, visits to places of worship, and engagement with visitors from different faith and belief communities.
- Lessons are planned by the Curriculum Lead using the three strands -

## Believing, Expressing and Living.

- Teaching of RE takes place in thematic blocks, allowing sustained enquiry and meaningful reflection.
- RE is inclusive and accessible for all pupils, including those with SEND. Adaptations are made to ensure participation for every learner.

## Assessment and Monitoring:

- Assessment focuses on pupils' ability to know, understand, express, and apply skills of enquiry and evaluation. Teachers assess and report on whether children are working at, or below the expected standard for their age.
- Evidence is gathered through discussion, written work, creative outcomes, and pupil reflection.
- The RE lead monitors planning, teaching, and outcomes, ensuring consistency, progression, and alignment with the Agreed Syllabus.

## Impact

Through the Religious Education curriculum at Windsor Community Primary School, children develop:

- Knowledge of a range of religious and non-religious worldviews.
- Respect for people of all faiths and none.
- Skills of enquiry, reasoning, and reflection, enabling them to discuss profound questions thoughtfully.
- Confidence to express their own beliefs and values while appreciating the views of others.
- Understanding of how beliefs influence moral choices, relationships, and community life. – Their oracy skills through discussion and debate, helping them to speak with confidence, listen with empathy, and communicate their ideas with clarity and respect.

By the end of Key Stage 2, pupils will be able to:

- Articulate informed insights about how different people make sense of life and express meaning.
- Reflect critically on their own ideas and experiences in light of what they have learned.
- Demonstrate empathy, tolerance, and understanding in their interactions with others.

RE at Windsor Community Primary School plays a vital role in preparing pupils for life in modern Britain, equipping them with the understanding, respect, and open-mindedness needed to contribute positively to our diverse society.