



Knights Templar Community Church School and Nursery

Work at it with all your heart

Head Teacher: Mrs Laura Weaver, BA Hons QTS

RE Policy

<i>Date Approved by the Headteacher</i>	<i>Review Period</i>	<i>Date to be reviewed</i>
<i>November 2025</i>	<i>Three Yearly</i>	<i>November 2028</i>

A Rationale

Religious Education involves the exploration of fundamental questions concerning human experience, spirituality, and the search for meaning. Within a joint Anglican and Methodist foundation, RE provides a space for pupils to engage with the Christian faith in all its richness and diversity, while also exploring other principal religions and worldviews represented in contemporary Britain.

RE plays a central role in supporting pupils' spiritual, moral, social and cultural development and helps to promote respectful dialogue and understanding in a diverse society. It is an essential component of a broad and balanced curriculum and is taught in accordance with the Somerset Agreed Syllabus (Awareness, Mystery and Value – AMV), the Church of England Statement of Entitlement, and Methodist Education principles.

B Aims

- To assist pupils in their personal search for meaning, identity and purpose through the exploration of religious and philosophical questions, beliefs and values.
- To develop secure knowledge and understanding of Christianity, rooted in its theological concepts, alongside awareness of other principal religions and non-religious worldviews.
- To foster respect, empathy, and understanding for people of all faiths and beliefs, enabling children to live well together in a diverse society.
- To encourage thoughtful reflection on spiritual, moral and ethical issues and how religious beliefs influence actions and lifestyle.

C Objectives

These objectives guide planning, teaching and assessment of RE and align with the Somerset Agreed Syllabus and the Church of England's RE Entitlement:

1. To explore the beliefs, teachings and practices of Christianity and other major world religions (including Judaism, Islam and Hinduism), and how they shape the lives of individuals and communities.

2. To develop theological literacy by engaging with core Christian concepts such as God, Creation, Incarnation, Salvation and Gospel using resources such as Understanding Christianity.
3. To explore personal identity and life's big questions through reflection, discussion and respectful debate.
4. To examine how religious and non-religious worldviews offer answers to questions of meaning, purpose, values and morality.
5. To promote respect for diverse beliefs, cultures and traditions, and to challenge prejudice and discrimination.
6. To develop skills in enquiry, interpretation, evaluation and communication through engaging and varied learning experiences.

D Principles of Teaching and Learning

Differentiation and SEND

RE is inclusive and accessible to all pupils. Lessons are planned with differentiation to meet the diverse needs of children, including those with SEND and those in the new SEND Unit. Tasks are adapted to enable full participation and personal response, ensuring equality of access and opportunity.

Breadth and Balance

The curriculum maintains a balance between learning about religion (knowledge and understanding) and learning from religion (reflection and personal response). Christianity is studied in depth across all year groups. Other principal religions are explored to reflect diversity in Britain and the local community.

At Key Stage 1, children study Christianity and Judaism.

At Key Stage 2, Christianity is studied alongside Islam, Judaism, and Hinduism, in accordance with the Somerset AMV syllabus.

Variety

A wide variety of teaching methods and learning activities are used, including storytelling, discussion, art, drama, music, visits to places of worship, and use of artefacts and technology. Opportunities for spiritual reflection are built into lessons.

Relevance

RE begins with children's own experiences and moves into structured exploration of religious beliefs and practices. It encourages connections between belief and daily life and supports pupils in applying their learning to their own values and decision-making.

Cross-Curricular Skills and Themes

RE contributes strongly to SMSC development, British Values, and citizenship. It supports children's personal development and prepares them to become thoughtful, respectful and engaged members of society.

Continuity and Progression

Progression in RE is planned across all year groups using the Somerset AMV progression framework and Understanding Christianity's core concepts. Learning builds on prior knowledge and deepens over time. Children in the SEND Unit access an adapted curriculum that is inclusive, meaningful, and aspirational.

Religious Education has a fundamental part to play in promoting the spiritual, moral, cultural and social development of pupils and preparing them for the opportunities, responsibilities, and experiences of life. It makes a clear contribution to Personal and Social Education and often provides a natural focus for the cross-curricular issues of Equal Opportunities, Multicultural Education, Health, Environmental Education and Citizenship.

Religious Education can provide a structure within which pupils can explore concepts, values and attitudes both personally and within society.

E Curriculum Design

RE is delivered through a combination of discrete weekly lessons and enrichment activities (e.g. theme days, visitors, visits). The school follows the Somerset Agreed Syllabus (Awareness, Mystery and Value) alongside the Understanding Christianity resource, with additional Methodist resources as appropriate. Planning reflects the

Christian distinctiveness of the school, with strong links to collective worship and the wider ethos.

F *Assessment, Recording and Reporting*

Assessment in RE focuses on pupils' understanding of core concepts, their ability to reflect and respond to religious material, and their personal engagement with questions of meaning and purpose.

Formative assessment is ongoing and linked to lesson objectives. Summative assessment is based on the expectations set out in the AMV syllabus and Understanding Christianity, considering:

- *Knowledge and understanding*
- *Personal reflection and response*
- *Use of religious language and concepts*

Pupil voice and self-assessment are key features, especially in evaluating personal understanding and spiritual development.

G *Resources and Planning*

RE is supported by a wide range of high-quality resources, including:

- *Understanding Christianity and AMV resources*
- *Artefacts and sacred texts from multiple faiths*
- *Storybooks, music, visual media, and interactive resources*
- *Access to local faith communities, clergy, and faith buildings*

Resources are updated regularly, and staff receive training through the local SACRE, Diocese and Methodist Education.

H *Role of the Coordinator*

The RE coordinator:

- *Leads curriculum development and ensures alignment with AMV and Church of England/Methodist expectations.*
- *Supports staff in planning and assessment.*
- *Monitors teaching and learning in RE.*
- *Ensures inclusive provision for pupils with SEND, including those in the specialist unit.*

- *Liaises with local faith groups and coordinates visits and visitors.*
- *Leads CPD for staff and contributes to the Christian ethos of the school.*

I *Review*

The effectiveness of the RE curriculum will be monitored through lesson observations, book scrutiny, pupil voice and staff feedback. The coordinator will report regularly to the headteacher and governors. The policy and curriculum will be formally reviewed every three years, or sooner if required by national or local syllabus changes.

This policy will be reviewed every three years.