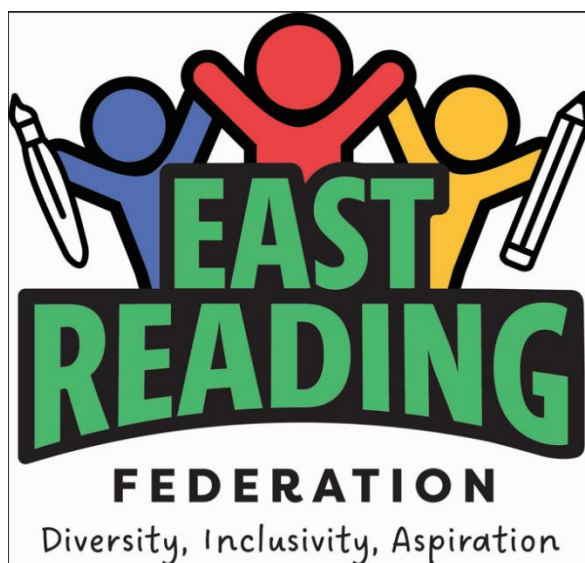




Religious Education (R.E.) Policy 2026

POLICY OWNER

Laura Carlton-Kerr/Christian Lim
Headteachers

DELEGATION

Full Governing Board

DATE OF APPROVAL

July 2026

DATE OF NEXT REVIEW

July 2029

REVIEW CYCLE

3 Yearly

PUBLISHED ON WEBSITE

Yes

Paper copies available by
emailing

admin@alfredsutton.reading.sch.uk
Admin@redlands.reading.sch.uk

Alfred Sutton Primary School
148 Wokingham Road
Reading
RG6 7BL
DFE No: 870/2000
www.alfredsutton.primary.co.uk

Redlands Primary School
Lydford Road
Reading
RG1 5QH
DFE No: 870/2018
www.redlandsschool.co.uk

Approved by:

Full Governing Board

Date: 7.7.2026

Last reviewed on:

June 2026

Next review due by:

June 2029

1. Purpose

This policy sets out the East Reading Federation's approach to Religious Education (R.E.) at Alfred Sutton Primary School and Redlands Primary School. It reflects our values of Diversity, Inclusivity and Aspiration and ensures that all pupils receive a broad, balanced and high-quality Religious Education curriculum.

At East Reading Federation, Religious Education plays an important role in helping pupils understand the diverse

beliefs, values and traditions represented within our schools, local community and wider society.

2. Legal Framework

Religious Education is statutory for all registered pupils. Both schools follow the Reading Agreed Syllabus for Religious Education as determined by Reading SACRE. Parents retain the legal right to withdraw their child from Religious Education. The Federation will comply with all statutory requirements relating to the teaching of Religious Education.

3. Aims

Through Religious Education, pupils will:

- Develop knowledge and understanding of Christianity, other principal religions and non-religious worldviews.
- Explore beliefs, values and traditions with curiosity and respect.
- Develop religious literacy, critical thinking and enquiry skills.
- Develop respect for the beliefs, values and traditions of others and an appreciation of life in a diverse society.
- Contribute positively to life in modern Britain.
- Support their spiritual, moral, social and cultural development.

4. Curriculum

R.E. is taught in accordance with the Reading Agreed Syllabus. The curriculum reflects the requirements of the agreed syllabus and includes the study of Christianity, other principal religions and non-religious worldviews.

Learning is carefully sequenced to build knowledge and understanding over time and includes opportunities for retrieval, discussion, reflection and enquiry.

5. Teaching and Learning

Teaching is enquiry-based and knowledge-rich. Lessons promote respectful discussion and enable pupils to investigate beliefs, practices and ethical questions. A range of approaches are used including discussion, artefacts, texts, visitors, visits and written outcomes. Subject-specific vocabulary is explicitly taught and revisited to support pupils' religious literacy.

6. Inclusion

R.E. is accessible to all pupils. Teachers make reasonable adjustments to ensure pupils with SEND can access learning successfully. Scaffolding, adapted resources, visual supports and alternative recording methods are used where appropriate. Learning is adapted to meet individual needs whilst maintaining high expectations for all pupils.

7. Assessment

Assessment is based on pupils' knowledge, understanding and ability to apply learning. Teachers use ongoing formative assessment alongside end-of-unit assessment opportunities. Assessment informs future planning and identifies gaps in learning.

8. Resources and Enrichment

Both schools maintain appropriate resources to support high-quality teaching. Where possible, pupils benefit from visits to places of worship and engagement with faith representatives and community members. All visits and visitors follow safeguarding and risk assessment procedures.

9. Roles and Responsibilities

Governors monitor statutory compliance and hold leaders to account for the quality of Religious Education provision.

Headteachers ensure this policy is implemented effectively and that statutory requirements are met.

The R.E. Subject Leader oversees curriculum development, monitoring, assessment and staff development.

Teachers are responsible for planning, teaching and assessing Religious Education.

10. Monitoring and Review

The quality of Religious Education is monitored through pupil voice, work scrutiny, learning walks, assessment information and subject leader monitoring activities. Findings inform school and federation improvement priorities. This policy is reviewed annually.

11. Withdrawal from R.E.

Parents wishing to withdraw their child from Religious Education should make a written request to the Headteacher. The school will discuss the request and make appropriate arrangements for supervision during R.E. lessons. Requests will be considered in accordance with statutory guidance.