

# Kings Road CPS



## RE Education Policy

Author	M Price & V Surrall
Date	November 2025
To be reviewed	November 2026

## **Kings Road Primary School**

### Religious Education Policy

#### **Rationale**

At Kings Road we aim to provide children with the opportunities to explore their curiosities and their questions about the different faiths, cultures and traditions that they encounter both through their local community and the wider world. The aim of our religious education curriculum is to encourage children to develop a respect and understanding of different beliefs that people have.

#### **Context**

- Kings Road Primary School is a large multi-cultural primary school, serving children in the age range of 4- 11 years.
- We deliver Religious Education (RE) in line with the Trafford Agreed Syllabus SACRE.
- Kings road recognises and values the religious backgrounds and non-religious backgrounds of our children. We are sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers of any religious persuasion or none.
- We have a strong understanding of how RE can play a leading role in pupils' spiritual, moral, social and cultural development.
- At Kings Road School we know how relationships with members of local communities and local faith communities can enrich pupils' experiences in RE and we strive to cultivate and maintain these relationships.

#### **Legal requirements**

RE at Kings Road School will meet legal requirements by:

- There is a statutory requirement for all pupils from Reception to Year 6, but does not include children in nursery classes. However, at Kings Road, pupils in nursery also take part in RE.
- RE is inclusive and wide-ranging exploring a range of religious and non-religious faiths.

- Schools have to teach RE, but parents have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education.
- Reflecting 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.
- Teaching RE in accordance with Trafford's Locally Agreed Syllabus SACRE.

### **Aims**

- For children to leave Kings Road primary school with a sense of understanding and respect for their own and different views of others, in their immediate community, modern Britain and the wider world.
- For children to not only answer questions but to also ask questions about faith, belief, culture and tradition in their local community and wider world.
- To use an exciting and innovative curriculum that allows children to learn about other faiths, cultures and traditions in an exciting, respectful and relevant way.
- Value and evaluate different points of view and be able to articulate their own viewpoint.

### **Planning**

The RE curriculum at Kings Road Primary School is based on the Trafford Agreed SACRE Curriculum for RE. Teachers plan for the required amount of hours of teaching:

- 4–5s: 36 hours of RE, e.g. 50 minutes a week or some short sessions implemented through continuous provision
- 5–7s: 36 hours of tuition per year (e.g. an hour a week, or less than an hour a week plus a series of RE days)
- 7–11s: 45 hours of tuition per year (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

Teachers are given the opportunity to deliver these lessons in a way that best suits their timetable. They may be taught as a block or they may be taught as weekly lessons. Coverage of these hours and the curriculum is monitored through regular scrutiny carried out by the curriculum lead.

Each year group is allocated three questions to cover in depth over the year. Each Key Question Topic ensures that all three strands (believing, expressing and living) are taught.

Over the planned sequence of lessons teachers are encouraged to include either a visit to a religious building or to organise a visit from a religious speaker.

Teachers cover the religions set out in the long term plan for their year group. They consider the cohort they are teaching as well as the whole school demographic when planning lessons.

Foundation stage: All main religions are covered as part of their growing sense of self, their own community and their place within it.

KS1: Christians, Muslims and Jewish people.

KS2: Christians, Muslims, Jewish, Hindu and non-religious people.

### **Assessment**

Religious education is to be assessed formatively as part of marking and feedback to children, as well as through questioning and pupil interviews.

All Key Questions are assessed at the beginning of the topic to show current knowledge and then at the end to show the children's learning journey.

Summative assessment then takes place using the Impact Summary Assessment Grids after the end of each Key Question Topic.

### **Impact:**

At Kings Road Primary we aim to ensure that our pupils are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves and others, and to cope with the opportunities, challenges and responsibilities of living in a multicultural world. We value and celebrate the diversity of the school community, and promote positive images of people in the wider community, including their beliefs, traditions, culture, language and history. Children enjoy RE because it gives them the opportunity to develop their curiosity about their community and the world in which they live, through questions, deep thinking, debate and discussions. They develop a mutual respect for other people's beliefs and understand how to build good relationships with people from a wide range of ethnicities, backgrounds, beliefs and cultures. Through quality teaching and learning children at Kings

Road are being prepared for the next stages of their lives within a multicultural community and world.

### **Inclusion and special needs.**

RE at Kings Road is taught in line with our school's Equal Opportunity Policy. Religious Education takes into account all children's abilities, gender, culture, beliefs and religion so that it celebrates similarities and differences, ensuring access and presenting positive images. We aim to provide opportunities for all pupils to achieve, taking account of pupils with SEN or disabilities, pupils from all social, cultural and linguistic backgrounds and the more able pupils.

Learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty to challenge and extend more able pupils.
- Providing resources which are free from discrimination and stereotyping and are of different complexity, matched to the ability of the child.
- Ensuring efficient use of classroom assistants, where applicable, to support the work of individual children and groups.
- Differentiating work by outcome, by task, by resources used and by support given.

*Written by M Price and V Surrall*

*RE Curriculum Leads*

*November 2025*

*To be reviewed: November 2026*