

Tanfield Lea Community Primary School

Religious Education (RE) Policy



Opening Doors, Enriching Lives

Head Teacher – Mark Temple
Chair of Governors – Andrew Gladstone-Heighton

Date: April 2026

Date for Review: April 2029

Context and Aims

At Tanfield Lea Community Primary School, Religious Education (RE) supports our commitment to providing a safe, caring environment and a broad, balanced and enjoyable curriculum in which every child can fulfil their potential. Through RE, pupils develop respect, empathy, moral understanding and an appreciation of the diverse beliefs and values that shape our world.

Overview

Detail	Information
Academic year that this summary covers	2025-26
Date this summary was published	April 2026
Date this summary will be reviewed	April 2029
Name of the school Religious Education Lead	Helen Davidge

Rationale

At Tanfield Lea Community Primary School, Religious Education is an important part of our broad, balanced and enjoyable curriculum. In line with the ethos and values reflected by Tanfield Lea Community Primary School, we aim to provide a safe, caring environment in which every child can fulfil their potential. Religious Education makes a valuable contribution to this by helping pupils develop empathy, respect, self-awareness and an understanding of the diverse world in which they live.

Through Religious Education, pupils explore beliefs, values, traditions and ways of life within Christianity and other religions and worldviews. They are encouraged to think carefully, ask questions, reflect on their own experiences and show respect towards others. RE supports children in developing a sense of right and wrong, self-discipline, cooperation and responsibility as members of their school, local community and wider society.

Aims of Religious Education

At Tanfield Lea Community Primary School, we aim to:

- provide a high-quality RE curriculum that is broad, balanced, engaging and accessible to all pupils;
- develop knowledge and understanding of Christianity and other religions and worldviews;
- encourage respect for individuals, groups and nations;
- help pupils develop empathy, reflection and awareness of the beliefs and values of others;
- promote a sense of right and wrong, self-discipline and thoughtful decision-making;
- help pupils live and work together cooperatively; and
- support pupils in becoming responsible, respectful and caring citizens.

Legal Framework

At Tanfield Lea Community Primary School, Religious Education is provided in line with statutory requirements for maintained schools in England. RE forms part of the basic curriculum and must be provided for all registered pupils, except for those withdrawn by their parents. The curriculum reflects that the religious traditions in Great Britain are in the main Christian, while also taking account of the teachings and practices of the other religious and non-religious world views represented in Great Britain.

As a community or maintained primary school in County Durham, Tanfield Lea Community Primary School follows the Durham Local Authority Agreed Syllabus for Religious Education.

Curriculum Intent

Our RE curriculum is designed to give pupils rich knowledge of religions and world views, deepen understanding over time through carefully sequenced learning, develop religious literacy and enable pupils to compare beliefs, practices and values thoughtfully and respectfully.

In keeping with the approach published by Tanfield Lea Community Primary School, our curriculum promotes respect and tolerance, especially in contexts where children may have limited direct experience of religious diversity. We believe pupils should learn about religion and worldview in a way that broadens horizons, challenges stereotypes and celebrates diversity positively.

Curriculum Content

Religious Education is taught throughout the school in accordance with the Durham Agreed Syllabus.

The curriculum includes the study of Christianity, Buddhism, Hinduism, Judaism and Islam. In Early Years, children begin to encounter and explore aspects of belief and practice through themes such as belonging and special places, people, books, times and objects. In Key Stage 1, pupils are introduced to Christianity and Buddhism. In Key Stage 2, pupils deepen their understanding of Christianity and Buddhism and also study Hinduism, Judaism and Islam.

Teaching and Learning

RE is taught through high-quality, inclusive and engaging lessons. Teaching provides accurate subject knowledge, uses key questions to frame enquiry and discussion, and encourages curiosity, reflection and critical thinking.

Learning in RE is supported through a wide variety of approaches, including discussion, storytelling, artefacts, images, texts, drama, art, writing and enquiry-based activities. Teaching is adapted so that all pupils, including those with SEND, can access the curriculum successfully.

Inclusion and Equal Opportunities

At Tanfield Lea Community Primary School, we believe every child is entitled to access high-quality Religious Education. RE is taught in ways that are inclusive, respectful and free from discrimination.

We value the contribution of every child, ensure teaching reflects diversity within and between religions and worldviews, avoid stereotyping, and provide appropriate support and challenge for pupils with SEND, disadvantaged pupils and pupils with English as an additional language.

Enrichment

We aim to enrich the RE curriculum through visits to places of worship, welcoming visitors from different faith and belief communities, handling religious artefacts, and making appropriate cross-curricular links.

Assessment, Monitoring and Evaluation

Assessment in RE is ongoing and informs future teaching. Teachers assess pupils' progress through discussion and questioning, written work and recorded outcomes, observation of participation and understanding, retrieval of key knowledge and reflective responses.

The RE subject leader monitors the quality of provision through work scrutiny, lesson visits, pupil voice, planning reviews and professional discussion with staff.

Roles and Responsibilities

The Governing Body

- The Governing Body will ensure that the school meets its statutory duties for Religious Education.

The Head Teacher

- The Head Teacher will ensure that RE is properly supported, staffed and monitored.

The RE Subject Co-Ordinator

- lead curriculum development in RE;
- support colleagues with planning, pedagogy and subject knowledge;
- monitor standards and provision;
- maintain an overview of progression and coverage;
- keep up to date with local and national developments in RE; and
- attend local authority network meetings.

Class Teachers

- plan and teach high-quality RE lessons;
- assess pupils' progress;
- create a respectful classroom climate; and
- ensure all pupils can access learning.

Right to Withdraw

Parents have the legal right to withdraw their child from all or part of Religious Education. Requests for withdrawal should be made in writing to the Head Teacher. The school will discuss the request with parents to ensure they are fully informed about the RE curriculum and the implications of withdrawal.

Links to the School's Ethos and Values

Religious Education contributes strongly to the wider ethos of Tanfield Lea Community Primary School. In keeping with the values expressed by Tanfield Lea Community Primary School, RE supports the school's aim of providing a safe, caring environment where everyone can fulfil their potential. It also helps to deliver a broad, balanced and enjoyable curriculum appropriate to each individual.

Through RE, pupils learn to live and work together, co-operate with others, develop empathy and respect for individuals, groups and nations, and understand the importance of right and wrong. RE also promotes reflection, self-discipline and a caring attitude towards others and the wider world. In this way, the subject supports the school's commitment to developing good citizens whose achievements are recognised and celebrated.

Review

This policy will be reviewed every three years, or sooner in response to changes in legislation, local agreed syllabus requirements, or school development priorities.