



Religious Education Policy

2026 - 2027

Moorpark Junior School
Religious Education Policy

Context

- Moorpark Junior School is a large junior school, serving children in the age range of 7-11 years.
- We deliver Religious Education (RE) in line with the Stoke-on-Trent agreed syllabus.
- Moorpark Junior School recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be 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 Moorpark Junior 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 Moorpark Junior School will meet legal requirements by:

- Its inclusion in the curriculum of all registered pupils. In primary school, this is a requirement for all pupils in Year 1 to Year 6.
- 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 the Stoke-on-Trent agreed syllabus.

Aims

Our aims of RE are that pupils will:

- 1) Make sense of a range of religious and non-religious beliefs, so that they can:**
 - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
 - explain how and why these beliefs are understood in different ways, by individuals and within communities
 - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
- 2) Understand the impact and significance of religious and non-religious beliefs, so that they can:**
 - examine and explain how and why people express their beliefs in diverse ways

- recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
- appreciate and appraise the significance of different ways of life and ways of expressing meaning

3) Make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

- evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
- challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
- discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding