



Leechpool Primary School Religious Education SOAP

Updated May 2025

Subject Leader(s): by Alison Currington



Who?	What?	When?
<p>Led by Alison Currington with curriculum oversight and subject-specific CPD. Taught by class teachers using aligned LTPs, MTPs and updated lesson plans. Monitoring includes termly book looks, drop-ins and cross-phase review. Children enjoy RE discussions and speak confidently about different beliefs. Staff voice informs planning adjustments and resource development.</p>	<p>Curriculum builds knowledge of major world religions and ethical questions. Lessons include stories, artefacts, respectful dialogue and debate. Recent adjustments to KS1 MTPs ensure more manageable fortnightly delivery. Assemblies planned to link national events, religious festivals and school values. Resources updated to reflect the school's diverse community and pupil needs.</p>	<p>RE taught weekly in KS2 and fortnightly in KS1 with embedded flexibility. Medium- and long-term plans reviewed annually and shared with staff. Assembly plans updated termly to reflect cultural and religious diversity. Book looks take place termly via PDMs to track progression. Curriculum review against new SACRE guidance planned for 2026.</p>
Where?	Why?	How?
<p>RE is taught in classrooms with shared access to books, artefacts and visuals. Displays and classroom discussions reflect diversity and respectful debate. Library has been updated to include more texts linked to world faiths. Faith-based trips and community links planned for next academic year. Resources stored centrally and reviewed based on teacher requests.</p>	<p>RE builds understanding, empathy and respectful dialogue across beliefs. Supports children's personal identity, values and cultural awareness. Promotes British values of tolerance and mutual respect. Gives pupils insight into the beliefs and practices of others. Encourages critical thinking and moral reasoning.</p>	<p>Lessons planned using whole-school progression and consistent LO structure. Staff adapt lessons using shared resources and collaborate on improvements. Oracy and discussion modelled and supported through class practice. Book looks and pupil voice show strong engagement and understanding. Staff supported by NATRE, professional reading and external networks.</p>