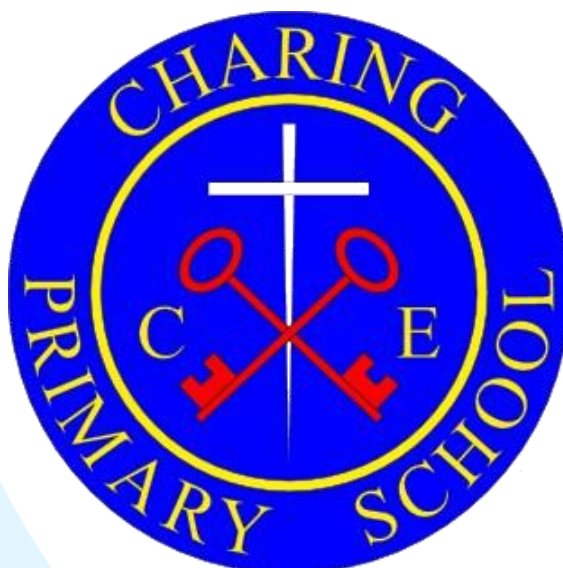


'They will soar on wings like eagles ...'
Isaiah 40:31

collaborate | enrich | trust | innovate | aspire | nurture



Religious Education (RE) Policy

Document Information	Date/source of Policy	Responsibility
Date of review	September 2025	SLT, RE Lead & CD Team
Date of new review	September 2026	SLT, RE Lead & CD Team

Our inclusive school is a place of creative learning where all talents are developed, celebrated and enjoyed. We nurture all to be curious, passionate and resilient lifelong learners. As a community, we listen to, forgive and love one another so all can be confident in who they are. Inspired by Jesus we walk beside each individual in our family by understanding and responding to their unique needs. We have hope in all our children that they grow to be open, compassionate people of the world who stand up for what is right.

Compassion Friendship Forgiveness Resilience Hope

Policy Statement for Religious Education

Religious education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together

- ***Religious Education Statement of Entitlement for Church of England Schools, 2019***

Introduction

At Charing CE Primary School, pupils and their families can expect a high-quality religious education (RE) curriculum that is challenging, rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and worldviews.

As a Church of England school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Kent Agreed Syllabus, we learn about other religions and worldviews, fostering respect for them. Links with our Christian Vision and Values, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners.

We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Aims and Objectives

As stated in the Religious Education Statement of Entitlement for Church of England Schools, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that our RE curriculum...

- is coherent and balanced enabling pupil progress through ordered and sequential learning developing both knowledge and skills.
- provides opportunities for pupils to live out and engage with our Christian Vision, enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- uses a multi-disciplinary approach, drawing on theology, philosophy and human science, to enable pupils to develop their Religious Literacy*.
**To be able to hold a balanced and informed conversation about religion and belief.*
- enables pupils to acquire a rich, deep knowledge and understanding of a range of worldviews and practice, whilst engaging with biblical texts and theological ideas.
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- engages with a range of world faiths and worldviews, recognizing the multi-religious and multi-sectarian nature of our society. Pupils study Judaism, Islam, Sikhism, Hindu Dharma and Humanism, as recommended in the Kent Agreed Syllabus.
- ensures that people and their real, lived experiences are at the centre of RE learning.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resources, support offered to meet pupils' unique needs
- encourages pupils to ask deep questions, think critically, reflect spiritually and grow in understanding and empathy for others, allowing them to develop skills including enquiry, analysis, interpretation, evaluation and reflection.
- ensures that all pupils' contributions are valued in RE in a safe space as they explore and draw on their own religious, spiritual, philosophical ways of seeing, living and thinking, believing and belonging.

Curriculum Balance and Time

Reflecting the academy funding agreement parents and pupils are entitled to expect that, in Church of England schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4. This equates to around 1 hour each week in Key Stage 1 and an hour and 15 minutes each week in Key Stage 2.

	Christianity	World Faiths	Judaism	Islam	Sikhi	Hindu Dharma	Humanism	Universal
Reception	4 terms	2 terms						
Year 1	4 terms		1 term	1 term				
Year 2	3 terms		1 term	1 term			1 term	
Year 3	4 terms				1 term	1 term		
Year 4	4 terms					1 term	1 term	
Year 5	4 terms		1 term	1 term				
Year 6	3 terms			1 term			1 term	1 term

The RE entitlement is totally separate from requirements for Collective Worship. Collective Worship must not be considered curriculum time for RE or the teaching of RE.

Teaching and Learning

Learning activities meet the needs of all pupils so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons provide a safe space for pupils to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Seeking information for themselves in libraries and on computers.
- Listening to and engaging in discussions with the teacher, pair and group work with peers.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.
- Presentation of work that allows the children to develop and apply a wide range of skills such as art, music, drama or writing.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and worldviews in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect. Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Differentiation and Special Educational Needs

Policy and practice in Religious Education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping. There is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

Cross-Curricular Links

Religious Education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Health and Safety:

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Recording, Marking, Assessment and Reporting:

All children have their own RE book to record their work. The children will receive either verbal or written feedback for each piece of work using the school's Marking Policy. Some pieces of work should have an "I wonder..." question to move the individual's thinking on and develop deeper thinking.

Assessment

- Involves identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the Kent Agreed Syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Roles and Responsibilities of the RE Subject Leader

- Ensure that all pupils receive their legal entitlement of religious education
- Ensure RE provision reflects the Church of England Statement of Entitlement
- Produce and regularly review the subject policy to ensure that it remains up to date
- Write and evaluate an annual action plan for RE
- Ensure all teachers are aware of what should be taught in Religious Education, what resources are available, and what standards of attainment are expected at the end of each Key Stage
- Through the planned assessment cycle; monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards
- Observe the teaching of RE in school, providing support and guidance for teachers
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE
- Monitor end of term assessments. Track and analyse data across the year groups, including vulnerable groups, to put support in place where needed
- Liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons
- Contribute to the RE section of the school's SEF for SIAMS and the SIP
- Keep the RE page on the school website up to date with relevant information

Monitoring, Evaluation and Development

It is the role of the subject leader to monitor and evaluate the RE curriculum throughout the school. We monitor and evaluate the curriculum in the following ways:

- Lesson observations with feedback
- Pupil book looks
- Monitoring teachers' planning and assessment
- Pupils' voice questionnaires
- Staff meetings and discussion about children's work.
- Track and analyse data on a termly basis

Resources

RE will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

Legal Requirements

- Religious Education must be provided for all registered pupils in full time education except for those in nursery classes.
- All parents have the right to withdraw their children from receiving religious education.
- The right of parents to withdraw their child(ren) from religious education was first introduced in the 1870 Education Act. It was repeated in the 1944 Education Act, re-enacted in the 1988 Act and has not been affected by any subsequent Acts.
- If the parent asks that a pupil should be wholly or partly excused from receiving any religious education at the school, the school must comply. (School standards and Framework Act 1998, S71)
- As schools act in loco parentis, a school community continues to be responsible for the supervision of any child withdrawn by its parents from RE unless the child is lawfully receiving religious education elsewhere.
- If a parent so requests, and so long as the LA is satisfied that this will not interfere with the child's attendance at school other than at the beginning or end of any school session; a pupil may be withdrawn from the school premises to receive religious education elsewhere of a kind which is not provided in the school during periods of time that the child is so excused. (School standards and Framework Act 1998, S71)
- If a school is a secondary school, and a parent wishes their child to receive alternative religious education that cannot be provided elsewhere (as above), the school is required to allow such education within the school as long as it does not consider there any special circumstances in which it would be unreasonable to do so, and does not have to meet the cost. (School standards and Framework Act 1998, Schedule 19 (3) (a) (b))