Policy for

Religious Education

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1.1	Feb 2026	H Fisher	Updated
1.2	Sept 2026	H Fisher	Updated to included wording from model policy for RE from Diocese of Canterbury. Updated guidance on right to withdraw

“Aspirational Opportunities for all through the breath of God.”

St George’s leads the community by following the teachings of Christ through holistically ensuring excellence for all. Through our happy, secure and stimulating environment all members of the school community grow in self-esteem and potential. Their spiritual, academic and social needs are celebrated as part of daily life.

The Bible story of the ‘Feeding of the 5000’ shows Gods love and our school values of **Love, Care, Trust, Share and Respect**.

Introduction

At St George’s CE Primary Academy, 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 world views. As a church 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 world views, fostering respect for them. Links with our Christian values and vision, 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.

1. Statement of Intent

‘Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.’

2. Aims & Objectives

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

- know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- contribute to the development of pupils’ own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

3. Curriculum

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. The RE Curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in 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.
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy*
  *Religious Literacy: Helping children and young people hold balanced and well-informed conversations about religion and belief. (Key Principles of a balanced curriculum in RE.)
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, 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.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- 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, resource, support and pupil grouping as appropriate to pupils' needs.
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils.
  ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

3.1 Teaching and Learning

Role of the RE Subject Leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education. (Statement of Entitlement June 2016 the Church of England Education Office) https://www.canterburydiocese.org/media/childrenandschools/re/statementofentitlement.pdf
- Produce and regularly review a subject policy to ensure that it remains up to date
- 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.
- Support colleagues and help develop their subject expertise.
- Monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards.
- Liaise periodically with the HT and Governors.
- Seek opportunities for professional development for themselves and other staff.
- Order resources.
- Monitor end of term assessments.
- Observe the teaching of RE in school, providing support and guidance for teachers.
- Ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Pupils will:

- Critically engage with a range of religious and non-religious source materials, including biblical texts.
- Utilise different disciplinary lenses, including theology, philosophy and the human and social sciences.
- Provide opportunities to understand the roles of texts, beliefs, rituals and practices and how they help form identity in a range of religious and non-religious worldviews. Pupils should explore how beliefs, rituals and practices may change in different times, places, communities and cultures.
- Develop confident religious literacy, including the explicit teaching and development of disciplinary knowledge.
- Generate meaningful and informed dialogue around a range of religious and non-religious worldviews.
- Recognise that students bring personal knowledge to the RE classroom and enable them to navigate and develop this.
- Practise a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.
- Provide for the needs of all pupils, including pupils with special educational needs and disabilities.
- Be based upon accurate and inclusive assessment of the different forms of knowledge, which enables pupils to make progress in their learning.

3.2 Assessment, Recording and Reporting

Pupils are assessed in terms of how they are making progress in relation to the theological, philosophical and human/social sciences disciplines within religious education. In broad terms, the following principles have been applied to each aspect in terms of what it means to become more religiously literate:

- Extending knowledge and understanding from the concrete and familiar to the abstract and complex;

- Moving from simple ideas and beliefs/concepts to making connections between them and placing these within a bigger picture or meta-narrative;
- Demonstrating increasing layers of interpretation of religion, religions, beliefs and worldviews through engagement with a broadening and increasingly complex range of information;
- Showing an increasing ability to critically question and form coherent, logical arguments, including increasing recognition of divergences of opinion about and the controversial nature of religion and belief; and
- Expressing a broadening understanding of diversity in terms of the nature of religion, religions and worldviews.

Pupils are assessed using age-related expectations. This is done in a variety of ways e.g. through written activities, role play, art work, discussion. [Progress is tracked using…].
Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We assess the children in order to ensure that they make good progress in this subject and to plan future learning.
In addition, pupils are encouraged to use self-assessment to evaluate their own knowledge and understanding. A comment about their progress is made in the annual report to parents.

3.3 Leadership of RE
Senior leaders in school and the RE Leader will ensure that:

- RE's high priority within the curriculum and status as an academic subject are clearly articulated. The RE entitlement is entirely separate from collective worship.
- RE provision reflects the school's trust deed or academy funding agreement.
- The RE curriculum is well-balanced, well-sequenced and reflects the school's specific context. Sufficient dedicated curriculum time, meeting explicitly RE objectives, is committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages (KS) 1-2.
- All teaching staff and those responsible for governance understand the distinctive role and purpose of RE within a Church school.
- An effective system is in place for those responsible for governance to monitor and evaluate standards in RE.
- Priority is given to building up staff expertise through professional development and resourcing, particularly where teachers with specialisms in other areas are delivering RE.
- They engage with their diocese when developing the school's RE curriculum and adapting schemes and frameworks, such as a locally agreed syllabus, to the school's context.
- All pupils follow a course which leads to a recognised and appropriate qualification.

3.4 Monitoring and Evaluation

The RE Leader will monitor provision and standards within the school through observation, looking at work, reviewing data, talking to children and reviewing the curriculum with staff.
The RE Leader is responsible for contributing to the school's self-evaluation process. In addition, the governing body monitor the role of religious education in upholding the Trust Deed/funding agreement of the school and its contribution to the Christian vision of the school.

Multi academy trusts with Church schools will ensure that:

- RE has a high priority as an academic subject.
- Appropriate systems are in place to monitor and evaluate standards in RE effectively in all Church schools within their trust.
- Senior leaders in Church schools are supported and enabled to prioritise RE in accordance with this statement of entitlement.
- The RE curriculum in place meets the expectations set out in the school's funding agreement.
- Subject knowledge and subject leadership are developed, to enable high-quality teaching and learning in RE.
- They look towards the expertise provided by their diocese for support and guidance with RE.

3.6 The contribution RE makes to other curriculum aims

Spiritual, moral, social and cultural development
Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Examining and exploring religions and beliefs, through the distinct knowledge, understanding and skills contained in religious education, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being
Religious education plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion
Religious education makes an important contribution promoting community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective religious education will promote community cohesion at each of these four levels.

3. Breadth and Balance

Although work on Christianity will predominate, there will be in-depth work on the major world religions and on other world views as appropriate. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes and develop respect for diversity.

Parents and pupils are entitled to expect that, in Church 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 1-2.

A sequential curriculum map has been designed in order to allow pupils to become religiously literate through developing, year on year, their knowledge and skills.

- In EYFS, pupils study…[primarily Christianity and stories from Islam, Hindu Dharma, Judaism and Sikhi].
- At Key Stage One, pupils study… [Christianity, Judaism, Humanism and Islam].
- At Key Stage Two pupils study… [Christianity, Islam, Hindu Dharma, Sikhi, Humanism and Judaism].

The curriculum for religious education is designed to ensure religious literacy lies at the heart. A multidisciplinary approach to curriculum design provides a balance between theology, philosophy and the human/social sciences.

Theology: This examines where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

Philosophy: This is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence.

Human/Social Sciences: This explores the diverse ways in which people practice their beliefs, both now and in the past. It engages with the impact of beliefs on individuals, communities and societies.

4. 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.

5. Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, or disability. Our school vision underpins all that we do at St George's CE Primary Academy and whilst our teaching is aspirational and standards are set high, we draw on the words of Matthew 14: 16-20 and encourage and support all our learners to love, care, share, trust and respect each other as God intended.

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way to encourage a positive attitude towards diversity. All questions, views, and opinions will be treated with sensitivity and respect.

6. Relevance

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable 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. This will be done through engaging pupils in an enquiry-based style of learning and by posing challenging questions to and by pupils.

7. 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, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

8. Health and Safety

Health and safety issues may arise in religious education on several 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.

Assessment, Recording and Reporting

Assessment in religious education will:

- Involve 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.

9. Resources

- Religious education will be funded to enable a range of resources for different religions and
- worldviews to be purchased. 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.

Religious education 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.

10. Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).
(DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)
The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

Withdrawal from RE

Parents have the legal right to withdraw their child, either wholly or partly, from Religious Education (RE). Students aged 18 and over, and in certain circumstances pupils in post-16 education, may exercise this right on their own behalf.
The school recognises and respects this legal right and will process requests for withdrawal promptly and without requiring parents or pupils to provide a reason. Requests for withdrawal should be made in writing to the Headteacher using the school's Withdrawal from RE Notification Form.
The school will acknowledge the request and confirm the arrangements that will be made for the supervision of the pupil during RE lessons. While the school is responsible for supervising pupils who are withdrawn from RE, it is not required to provide alternative RE teaching or incur additional costs in doing so.
The school is committed to ensuring that parents and carers are informed about the aims, content and educational value of Religious Education. Information about the RE curriculum is available through the school website, curriculum information and discussions with school staff. However, the decision to withdraw a pupil from RE rests with the parent or eligible pupil and will be respected.