

2026

Policy for Religious Education



I have come that they may have life, and have it to the full.

(JOHN 10:10)

Our vision is to create a school where every child and adult has self-belief and the opportunity to be the best they can be, fostered through a sense of belonging, of being valued and with respect for individuality. We will be defined by who we are and what we do.

Compassion

Courage

Responsibility

Policy Statement

Religious Education (RE) is a statutory entitlement for every pupil at Horsford Church of England VA Primary School. As a Church of England school, RE is a central and distinctive part of our curriculum and contributes to the religious, theological, spiritual, moral, social and cultural development of our pupils.

The subject of RE enables pupils to develop religious literacy and to engage thoughtfully and respectfully with Christianity, other religions and worldviews.

As a Church of England Voluntary Aided school, our provision for RE is determined in accordance with the Norfolk Agreed Syllabus for Religious Education and the Church of England's Statement of Entitlement. Christianity has a central and substantial place within our RE curriculum, alongside the study of other religions and worldviews.

Our RE curriculum enables pupils to develop knowledge and understanding of religion and belief, while providing opportunities to ask questions, explore different perspectives and reflect on questions of meaning, purpose, belief and values.

Aims

The broad aims of Religious Education are set out within the locally agreed syllabus and the Church of England's Statement of Entitlement.

The purpose of RE in our school is to promote religious literacy. By this, we mean enabling pupils to hold balanced, well-informed and respectful conversations about religion, belief and worldviews.

The aim of Religious Education is to enable pupils to:

- Know about and understand Christianity as a living faith that influences the lives of people worldwide and has significantly shaped British culture and heritage.
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Know about and understand other major world religions and worldviews and their impact on society, culture and the wider world.
- Recognise and understand the diversity that exists within and between religions and worldviews.
- Show a well-informed, balanced and respectful attitude towards religions and worldviews.
- Engage in meaningful and well-informed dialogue with people of different faiths and those of no religious faith.
- Reflect critically and responsibly on their own philosophical, spiritual and ethical questions, beliefs and values.

RE in our Church of England school

As a Church of England school, Christianity has a central and substantial place within our RE curriculum. Pupils encounter Christianity as a living, diverse and worldwide faith and explore the ways in which Christian beliefs have shaped individuals, communities, culture and society.

Our Christian vision, **"I have come that they may have life, and have it to the full"** (John 10:10), informs the way RE is taught and experienced. Through RE, pupils are encouraged

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to develop curiosity, compassion, courage and responsibility, while being given space to reflect upon questions of meaning, purpose, belief and values.

RE Quality Mark

The school worked hard to achieve the RE Quality Mark Silver Award in September 2024, demonstrating our strong commitment to providing high-quality Religious Education and ensuring that RE has a valued and purposeful place within our curriculum.

The award recognised the ongoing work of the school to develop and strengthen the provision for RE and provided a valuable opportunity to reflect on our existing practice. Achieving the Silver Award demonstrates our commitment to continuous improvement and our desire to ensure that pupils experience rich, engaging and meaningful RE learning.

Religious Education Curriculum

A multi-disciplinary 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. For pupils we may describe this as *thinking through believing*.

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. For pupils we may describe this as *thinking through thinking*.

Human/Social Sciences:

This explores the diverse ways in which people practise their beliefs, both now and in the past. It engages with the impact of beliefs on individuals, communities and societies. For pupils we may describe this as *thinking through living*.

These three disciplines provide lenses through which enquiry questions are approached, enabling pupils to develop increasingly sophisticated knowledge, understanding and reasoning. In accordance with the locally agreed syllabus, our RE curriculum provides appropriate opportunities for pupils to study Christianity alongside other religions and worldviews.

Teaching RE

Religious Education uses an enquiry-based approach to learning, informed by the best practice framework within the Norfolk Agreed Syllabus (2019). Pupils explore enquiry questions through the disciplines of theology, philosophy and the human and social sciences. A range of teaching approaches and resources, including art, music, thinking skills, artefacts, texts and stories, are used to make learning challenging, engaging and relevant. RE should not routinely be displaced by other curriculum subjects or school activities. RE is taught weekly and where lessons are rearranged or missed, teachers should ensure that the planned RE entitlement is maintained across the academic year.

The curriculum is planned to ensure that pupils develop a secure knowledge, understanding and religious literacy and make good progress throughout their time at the school. In accordance with the Church of England's Statement of Entitlement (2019), the majority of RE

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curriculum time is allocated to the teaching of Christianity, alongside appropriate time for the study of other religions and worldviews. Where possible, pupils are given opportunities to encounter local faith and belief communities through visits to places of worship and visits from members of local faith communities.

RE and Collective Worship

RE and Collective Worship are distinct but complementary aspects of the school's provision. RE is a curriculum subject and is concerned with the systematic development of religious literacy through the study of Christianity, other religions and worldviews. Collective Worship is separate from RE and provides opportunities for the school community to gather, reflect, pray and explore aspects of the school's Christian vision and values.

Early Years Foundation Stage

- Whilst RE is not statutory in the EYFS, we have chosen to adopt the locally agreed syllabus. There is an expectation that RE is encountered in EYFS through taught sessions and continuous provision. The multi-disciplines will be introduced, and Christianity will primarily be studied. Other religions will occasionally be covered such as festivals from other major religions.

Key Stage 1

- At Key Stage 1 pupils study primarily Christianity and Judaism with reference made to other principal religions, beliefs and worldviews.

Key Stage 2

- At Key Stage 2 pupils study primarily Christianity, Islam and Hinduism, with reference made to other principal religions, beliefs and worldview.

Additional RE days may be used to enrich the curriculum and provide opportunities for pupils to explore aspects of the RE curriculum in greater depth.

Curriculum Progression

Progression is demonstrated through increasing:

- Ability to compare and evaluate different viewpoints.
- Ability to use religious vocabulary accurately.
- Knowledge of religious beliefs, teachings, practices and sources.
- Ability to interpret religious texts, artefacts and practices.
- Ability to ask and explore philosophical and ethical questions.
- Understanding of the diversity within and between religions/worldviews.
- Ability to make connections between beliefs and lived experience.
- Ability to construct increasingly reasoned and well-supported responses.

Wider 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 RE, 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

RE 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.

Enrichment Passport

Our school Passport provides every child with a range of enriching experiences throughout their time at Horsford Church of England VA Primary School. Each year group has carefully planned opportunities that complement the curriculum, broaden children's horizons and develop their confidence, curiosity, independence and self-belief.

As a Church of England school, each year group's Passport includes a meaningful Church of England experience, providing children with opportunities to engage with our Christian heritage, explore our local church community and develop their understanding of Christian faith and values. Through the Passport, we aim to develop the whole child, ensuring that pupils have opportunities to experience new things, develop their interests, create lasting memories and grow into compassionate, courageous and responsible members of their community.

Assessment

Assessment in RE is an integral part of teaching and learning. It is used to identify pupils' knowledge, understanding and misconceptions, measure progress and inform future planning.

Assessment focuses on the development of religious literacy across theology, philosophy and the human and social sciences.

As pupils progress through the RE curriculum, they will increasingly:

- Extend their knowledge and understanding from the concrete and familiar to the abstract and complex.
- Make connections between beliefs, concepts and ideas and place these within wider contexts and narratives.
- Interpret and explain religion, religions, beliefs and worldviews using an increasingly broad and complex range of information.
- Ask increasingly thoughtful and critical questions and construct coherent, well-reasoned arguments.
- Recognise and articulate the diversity of beliefs, practices and perspectives within and between religions and worldviews.

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Teachers assess pupils through a range of approaches, including questioning, discussion, written work, artwork, practical activities and other forms of recorded learning.

Assessment is used to identify strengths, gaps and misconceptions and to inform subsequent teaching.

Pupils are assessed against the age-related expectations used by the Diocese of Norwich, with teachers making professional judgements about pupils' progress. Assessment information is recorded in accordance with the school's assessment procedures.

Pupils are encouraged to reflect on and evaluate their own knowledge and understanding through self-assessment and discussion.

A summative comment on each pupil's progress in RE is included in the annual report to parents.

Monitoring and Evaluation

The subject leader will monitor RE provision and standards within the school through observation, looking at work, talking to children and reviewing the curriculum with staff. The subject leader is responsible for contributing to the school's self-evaluation process. In addition, the governing body monitor the role of religious education.

The RE Subject Lead and members of Senior Leadership Team are responsible for the overall monitoring of the quality of Religious Education throughout the school. This is to provide an accurate perspective on how it is being delivered and how it can be further improved.

The RE Subject Lead will:

- Monitor curriculum coverage and progression;
- Review planning and pupils' work;
- Speak with pupils;
- Undertake learning walks/lesson observations where appropriate;
- Review assessment information;
- Identify strengths and areas for development;
- Support staff through CPD;
- Maintain appropriate resources;
- Report to SLT/governors;
- contribute to the school's SIAMS preparation/self-evaluation;
- liaise with the Diocese and local church.

Responsibilities for RE within the school (Executive Headteacher, Executive Deputy, Head of School and Governors)

As well as fulfilling their legal obligations, the governing body and executive headteacher should also make sure that:

- All pupils make progress in achieving the aims of the RE curriculum
- The subject is well led and effectively managed.
- Standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation.
- Those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for C.P.D.

- Clear information is provided on the school website about the RE curriculum.
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress.

The Right of Withdrawal from RE

Horsford Church of England VA Primary School is an inclusive community but recognises that parents have the legal right to withdraw their children from Religious Education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship.

We would ask any parent considering this to contact the Head of School to discuss any concerns or anxieties about the policy, provision and practice of Religious Education.

We will record any requests of withdrawal from RE and the reasons for this as they are required to report this as part of the Section 48 inspection process.

Managing the right of withdrawal

- The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.
- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school will review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.
- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although the school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and in EYFS we will discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE
- Outside arrangements for RE are allowed as long as the L.A. is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

Role of the RE Subject Leader

- To ensure that the RE policy is implemented and to keep up to date with reviews.
- To have oversight of the RE curriculum and keep up to date with local and national changes.
- To monitor, review and update resources.
- To monitor pupil progress and achievement.
- To maintain and build priorities set by the school.
- To develop links with the Church and Diocese.
- To coach, mentor and support teachers in developing their strengths in teaching RE, including planning, arranging and delivering C.P.D. as appropriate.
- To liaise with parents to ensure all children receive their entitlement.

Inclusion, SEND and Pupil Diversity

RE is an inclusive subject which is accessible to all pupils. Every pupil is entitled to experience a rich, challenging and ambitious RE curriculum, regardless of ability, background, faith, language or personal circumstances.

Teachers will adapt teaching, resources, activities and assessment where appropriate to ensure that all pupils can participate fully and make progress.

Pupils with SEND will have full access to the RE curriculum, with appropriate adaptations such as visual and concrete resources, pre-teaching of vocabulary, scaffolding, structured discussion and alternative recording methods. Advice from the SENCO and individual support plans will inform provision where appropriate.

Pupils with EAL will be supported through explicit teaching of religious and theological vocabulary, visual resources, modelling, sentence stems and opportunities to develop understanding through discussion. Language needs will not be a barrier to demonstrating understanding.

Vulnerable pupils and those eligible for Pupil Premium will be supported to overcome barriers to participation and achievement through appropriate adaptations, targeted support and opportunities to revisit and consolidate learning.

Pupils working at greater depth will be challenged to deepen their understanding through increasingly complex questions, independent enquiry, analysis, evaluation and comparison of different perspectives. Challenge will focus on depth of understanding rather than simply completing additional work.

Teachers will maintain high expectations for all pupils and ensure that RE teaching represents religious and non-religious worldviews accurately and respectfully.

Pupils will be encouraged to ask questions, express their views and engage respectfully with different perspectives, while challenging stereotypes, prejudice and discrimination.

Equality and diversity

RE contributes to the school's commitment to equality, diversity and inclusion. Teaching will represent religions and worldviews accurately and respectfully and will avoid stereotypes. Pupils will be encouraged to recognise diversity both within and between religious and non-religious worldviews. The curriculum will challenge prejudice, discrimination, racism and religious intolerance, including antisemitism and Islamophobia.

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RE provides opportunities for pupils to encounter a range of beliefs and viewpoints, including those which may differ from their own. Teachers will create a safe, inclusive and respectful environment in which pupils can ask questions, explore ideas and express their views without fear of ridicule. Teachers will distinguish between describing a religious or non-religious belief, exploring different interpretations and expressing a personal opinion. Pupils will not be expected to adopt or affirm a particular religious or non-religious belief.

Where sensitive or controversial issues arise, discussion will be age-appropriate and handled sensitively and respectfully, in accordance with the school's safeguarding, equality and behaviour policies.

RE and the Wider Community

RE enables pupils to develop an understanding of religion, belief and worldviews within their own community and the wider world.

Pupils are encouraged to recognise and appreciate the diversity of beliefs and worldviews within their local community and the United Kingdom. They explore how religion and belief are expressed through traditions, practices, celebrations, communities and individual lives, recognising that there is diversity both within and between religious and non-religious worldviews.

Where appropriate, pupils have opportunities to learn from local people and communities through visits to places of worship, visitors and first-hand experiences. These opportunities help pupils to connect their classroom learning with the beliefs and practices of people in the wider community.

RE also provides opportunities for pupils to explore religion and belief within a global context. Pupils consider how beliefs and values influence people's lives, communities and cultures and how religious and non-religious worldviews can shape responses to significant questions such as justice, peace, conflict, poverty, environmental responsibility, human dignity and care for others.

Through these experiences, pupils develop the knowledge, vocabulary and understanding needed to engage respectfully with people whose beliefs, values and experiences may differ from their own. RE encourages pupils to challenge assumptions and stereotypes and contributes to their development as thoughtful, respectful and informed members of their local, national and global communities.

Parental Engagement

Parents are encouraged to take an interest in their children's learning in RE. Opportunities may be provided for parents to engage with and celebrate pupils' learning through displays, events, visits or other appropriate activities.

Pupils' progress in RE is reported to parents annually.

Parents are also encouraged to share relevant knowledge, experiences and perspectives that may enrich pupils' understanding of religion, belief and worldviews.

Resources

There is a wide range of resources to support the teaching of RE in our school. We have our own resources and, where necessary and available, are able to use resources from other Nebula schools.

Professional Development

Whole-school and individual RE training needs are identified through the school's self-evaluation processes, subject monitoring and staff appraisal. Professional development is used to strengthen staff subject knowledge, confidence and the quality of RE teaching across the school.

Monitoring & Review

The implementation and impact of the policy will be evaluated through the school's self-evaluation processes. The policy will be reviewed every two years.

Links to Other Policies

- Teaching & Learning Policy
- Collective Worship

Review

Subject Lead **Louise Fancote**

This policy is to be reviewed every two years and modified as necessary.

Review Date: **September 2028**