Harrietsham Church of England Primary School

Religious Education (RE) Policy

Policy lead:	**Angharad Roberts**
Responsibility:	**RE Leader**
Date approved by Governing Body:	**September 2026**
Governor signature:	**Rebecca Emson (Chair)**
Review date:	**September 2028**

Harrietsham Church of England Primary School
RE Policy

Contents

Contents 2
School Context: 3
Introduction 4
Statement of Intent 4
The legal position of Religious Education 4
Right of withdrawal from Religious Education 5
Aims and Objectives 5
Curriculum for Religious Education 5
Curriculum Balance and Time 6
Teaching and Learning 7
RE and the Use of Language 8
Cross-curricular Links 8
Adaptation and Support 9
Assessment, Recording and Reporting 9
Role of the RE Subject Leader 10
Resources 10
Health and Safety 10
Leadership of RE 11
Monitoring and Evaluation 11
Responsibilities for RE within the School (including school self evaluation) 11

School Context:

Harrietsham CEP Vision Statement

We are a warm, welcoming, and inclusive school rooted in our rural community. Like the mustard seed we grew from tiny beginnings and our branches are now spread wide –providing support and taking our values beyond the school gates. All those in our community feel safe and nurtured - able to flourish and grow academically, spiritually, emotionally and physically to achieve their full God-given potential.

"Nurtured we flourish"

We are a nurturing school. As such we believe in, and follow, **The Six Principles of Nurture** in all of our practice.

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. The importance of nurture for the development of wellbeing.
4. Language is a vital means of communication.
5. All behaviour is communication.
6. The importance of transition in children's lives.

Our Values

The roots of our vision are in the parable of the Mustard Seed.

'The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches'.

Matthew 13 31-32

In order to grow and reach our potential, everything that we do in school is driven by our vision and underpinned by our core Christian values of:

Love, Fellowship and Forgiveness



Introduction

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.

The aim for young people to leave school with a rich and well-informed understanding of Christianity. Equally important is the development of a commitment to generous hospitality, expressed through deep respect for the integrity of other religious and belief traditions, and for the religious freedom of every individual. (Religious Education Statement of Entitlement September 2026)

At Harrietsham Church of England Primary School, pupils and their families can expect a high-quality Religious Education (RE) curriculum that is 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 Locally 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.

Statement of Intent

At Harrietsham Church of England Primary School, we aim for RE to allow every child to flourish and live life in all its fullness. We believe RE is an essential aspect of children's education - it not only allows them to explore their own spiritual beliefs, development and the beliefs of others, but also provides crucial context for understanding human history, society and culture. Through the RE curriculum, children will be prepared for the opportunities, responsibilities and experiences of life in modern Britain. They will acquire a rich, deep knowledge and understanding of Christian belief and practice, as well as learning about a range of other religions and worldviews. They will explore the diversity within these, fostering respect for others in the process.

RE learning at Harrietsham includes a balance between theology (God), philosophy (Reality) and human science (Community). Through RE lessons, children engage with religious text and theological ideas, and develop skills of enquiry, critical analysis, interpretation and reflection. There is a question-led approach to learning in RE, with ample opportunities for discussion that allows children to feel confident in expressing their own views while respectfully considering the views of others.



The legal position of Religious Education

RE must be provided for all registered pupils at the school in accordance with Schedule 19 to the School Standards and Framework Act 1998 (as amended), except those withdrawn at their parents' request (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.

In Canterbury Diocese, the Diocesan Board of Education recommends that all Church schools follow the Diocesan Schemes of Work which are based on the Kent Locally Agreed Syllabus. This takes account of the Education Act 1996 (as amended) which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian whist taking account of the teaching and practices of the other principal religions represented in Great Britain. Religious Education is inspected under Section 48 of the Education Act 2005.

Right of withdrawal from Religious Education

Parents have the legal right to withdraw their child, either wholly or partly, from Religious Education (RE). 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. The school must comply with any request from a parent. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision.

Requests for withdrawal should be made in writing to the Headteacher. 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 (in accordance with the school's health and safety policy and child protection policy), it is not required to provide alternative RE teaching or incur additional costs in doing so. Any child withdrawn from RE will be supervised by a member of staff in an area of the school away from the rest of her/his class during RE lessons. Parents will be expected to provide alternative learning materials for their child to complete during this time which have clear outcomes and are connected to the faith/philosophy/world about which the parents wish their child to learn. The member of staff supervising a child withdrawn by her/his parents from RE will monitor that she/he is completing the work set by the parents, but the parents will be responsible for assessing the work undertaken.

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. The school will maintain appropriate records of all withdrawal requests and the arrangements made in response.

Aims and Objectives

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

- To engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- To know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- To gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- To grapple with questions of meaning and purpose raised by human existence and experience.
- To understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- To develop disciplinary knowledge which equips pupils to be religiously literate.
- To explore their personal worldviews; their own religious or non-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 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, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Curriculum Balance and Time

Sufficient dedicated curriculum time, meeting explicit RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% of the school's overall curriculum time, but must be no less than 5% in Key Stages 1 and 2.

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 the dedicated RE curriculum time. The current curriculum overview is attached in Appendix A.

RE entitlement is totally separate from requirements for collective worship, and, as such, collective worship must not be considered curriculum time for RE or the teaching of RE.

The curriculum for religious education is designed to ensure religious literacy lies at the heart. 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.
- 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.

Harrietsham Church of England Primary School
Religious Education Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	**CREATION** Why is the word 'God' so important to Christians?	**OLD TESTAMENT STORIES** Which stories are special and why? **INCARNATION** Why do Christians perform Nativity plays at Christmas?	**NEW TESTAMENT STORIES** Which stories are special and why?	**SALVATION** Why do Christians put a cross in an Easter garden?	**WORLD FAITH STORIES** Which stories are special and why?	**WORLD FAITH STORIES** Which stories are special and why?
Year 1	**GOD** What do Christians believe that God is like?	**INCARNATION** Why does Christmas matter to Christians? *(CORE/DIGGING DEEPER)*	**GOSPEL** What is the good news that Jesus brings? *(CORE/DIGGING DEEPER)*	**SALVATION** Why does Easter matter to Christians? *(CORE LEARNING ONLY)*	**JUDAISM** Who is Jewish and what do they believe? (Part 1)	**JUDAISM** Who is Jewish and what do they believe? (Part 2)
Year 2	**CREATION** Who made the world?	**UNIVERSAL** How should we care for others and the world and why does it matter?	**HUMANISM** Who are Humanists and how do they live?	**SALVATION** Why does Easter matter to Christians? *(DIGGING DEEPER ONLY)*	**ISLAM** Who is a Muslim and what do they believe? (Part 1)	**ISLAM** Who is a Muslim and what do they believe? (Part 2)
Year 3	**PEOPLE OF GOD** What is it like to follow God?	**INCARNATION** What is the Trinity? *(CORE LEARNING ONLY)*	**SIKHI** What is important for Sikh people?	**SIKHI** How do Sikh people worship and celebrate?	**KINGDOM OF GOD** When Jesus left, what was the impact of Pentecost?	**HUMANISM** Who are Humanists and what do they value?
Year 4	**CREATION** What do Christians learn from the Creation story?	**INCARNATION** What is the Trinity? *(DIGGING DEEPER ONLY)*	**GOSPEL** What kind of a world did Jesus want?	**SALVATION** Why do Christians call the day Jesus died 'Good Friday'? *(CORE/DIGGING DEEPER)*	**HINDU DHARMA** What does it mean to be a Hindu in Britain today? (Part 1)	**HINDU DHARMA** What does it mean to be a Hindu in Britain today? (Part 2)
Year 5	**GOD** What does it mean if God is loving and holy?	**INCARNATION** Was Jesus the Messiah? *(CORE LEARNING)*	**PEOPLE OF GOD** How can following God bring freedom and justice?	**SALVATION** What did Jesus do to save human beings?	**ISLAM** What does it mean to be a Muslim in Britain today? (Part 1)	**ISLAM** What does it mean to be a Muslim in Britain today? (Part 2)
Year 6	**CREATION** Creation and science: conflicting or complementary?	**GOSPEL** What would Jesus do?	**HUMANISM** What does it mean to be a Humanist in Britain today?	**JUDAISM** What does it mean to be Jewish in Britain today?	**UNIVERSAL** What can be done to reduce racism? Can religion help?	**KINGDOM OF GOD** What kind of king is Jesus?

Teaching and Learning

Learning activities provide fully for 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 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 discussing with the teacher and other pupils.
- Engaging in pair and group work.
- 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.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek 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 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.

RE and the Use of Language

RE can make an important contribution to pupils' use of language by enabling them to:

- Acquire and develop a specialist vocabulary, which is essential for children to meaningfully participate in discussions and to develop rich, deep knowledge.
- Communicate their ideas with clarity.
- Listen and respond to the views and ideas of others.
- Be inspired by the power and beauty of language.
- Experience stories, songs and poems from different communities and traditions.
- Write in different styles such as poetry, diaries and extended writing.
- Highlight their own ideas and those of others.
- Ask and answer "who", "how" and "why" questions.

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' spiritual, moral, social and cultural development. It addresses issues which arise in a range of subjects, such as English, Art, History, Geography, Computing, Music, Science as well as Personal, Social and Health Education and Citizenship.

RE contributes to pupils' spiritual development by:

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.
- Developing their own responses to, and ideas and views on religious and spiritual issues.

RE contributes to moral development by:

- By enabling pupils to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to pupils and people within religious traditions.
- Developing an understanding in religion of the key values and moral choices.
- Considering ethical issues especially justice which promotes racial and religious respect.
- Exploring the influence of family, friends and media on moral choices and how society is influenced by teachings and guidance from religions and beliefs.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

RE contributes to pupils' social development by:

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of friendship and positive relationships.
- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions.
- Helping pupils to show sensitivity to others' needs and feelings.

RE contributes to pupils' cultural development by:

- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.

RE helps to create Community Cohesion by:

- Providing a key context in which to develop pupils' understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination in:
    - the school community
    - the community within which the school is located
    - the UK community
    - the Global community

Adaptation and Support

Teaching will be planned to enable all abilities of children to be challenged and make best progress according to their needs in accordance with our SEND Policy.

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.

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.

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.

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.

Role of the RE Subject Leader

The subject leader will:

- 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 a subject policy to ensure that it remains up to date.
- Ensure all teachers know 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.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the Headteacher 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 that school safeguarding procedures are followed when visitors are invited into RE lessons, as they would be on any other occasion.

Resources

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 to provide training 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.

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.

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.
- 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.

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 agreement of the school and its contribution to the Christian Vision of the school.

Responsibilities for RE within the School (including school self evaluation)

RE subject leader: Miss Angharad Roberts
Link governor: Adela Lategan
Senior Leadership Team: Mrs Samantha Fenner

This policy is a working document, and will be reviewed every 2 years.