



Start children off on the way they should go, and even when they are old they will not turn from it." **Proverbs 22:6**

RELIGIOUS EDUCATION POLICY

Adopted	J. Hackney
Committee	Standards
Review Date	September 2026

We are a Christian school where quality and opportunities make a difference. We value all children as unique 'Children of God' and nurture each other to show **LOVE** in our relationships and a **RESPECT** for all. We foster **HOPE** within our community and encourage children to find **PEACE** by creating times and places for stillness and reflection. We strive for excellence, inspiring dreams both now and in the future. We promote **POSITIVITY**, celebrate **COURAGE**, demonstrate **RESPONSIBILITY** and share **JOY** through...

'Learning, loving, laughing in the light of Jesus'.

Intent

Religious Education (RE) plays an important role in defining the school's distinctive Christian character. Proverbs 22:6 'Start children off the way they should go, and even when they are old they will not turn from it' underpins our Christian vision. The moment that children enter our school they are taught the teachings of the bible and the ways of God and are set off on the way of Christ as early as possible. It is through the teaching of Christianity that the children are taught to except faiths other than their own and continue on their spiritual journey in a safe place. The subject is regarded as a core subject within the school's curriculum. It has a vital role in developing and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions.

As the Church of England document, '**Making a difference? A review of Religious Education in Church of England schools 2014**' recommends that the RE curriculum in all schools should,

".....ensure it provides a more coherent, progressive and challenging approach to the teaching of Christianity within the context of the wider exploration of the diversity of religion and belief in the modern world"

".....explore ways of extending pupils' ability to think theologically and engage in theological enquiry as part of their learning in RE"

Implementation

RE Statement of Entitlement

RE teaching at this school will be in line with the recommendations of the **Statement of Entitlement for Church Schools**, published by the Church of England Education Office (February 2019, see link below:

[Religious Education Statement of Entitlement](#)

Christianity will, therefore, be no less than half of RE curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However, as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These

outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

The RE curriculum

RE teaching also follows the legal requirements of the **Education Reform Act (1988)**, which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. The school bases its RE provision on the Staffordshire locally Agreed Syllabus through the Understanding Christianity framework. In addition, the school uses the Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning.

At least 5% of curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate. Within this teaching allocation at least half of subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart.

The aims of Religious Education in our school are:

- To enable 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.
- To enable pupils to know and understand about other major world religions and worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To enable pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.
- To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- To nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions and beliefs.

Early Years Foundation Stage

We prioritise the holistic development of our youngest learners in the Early Years Foundation Stage (EYFS), including their exploration of Religious Education (RE). Our EYFS RE approach is tailored to their unique needs and developmental stages, guided by these principles:

- Personal Development: RE in EYFS supports personal, social, and emotional development.
- Age-Appropriate Learning: We offer age-appropriate RE activities, recognising that young children learn best through play and exploration.
- Respectful Exploration: Our focus is on fostering respect for diversity and encouraging questions and discovery.
- Inclusivity: We ensure all children, regardless of their background or faith, can explore different religions and beliefs.
- Parent Engagement: We actively involve parents in their child's RE learning journey, providing information and ways to continue learning at home.
- Play-Based Learning: Play is integral to our approach, allowing children to engage with stories, traditions, and celebrations creatively.
- Celebration of Diversity: We celebrate various festivals and events to promote understanding of diverse traditions.
- Formative Assessment: We use formative assessment to understand children's progress and adapt our teaching.

Special Educational Needs and Disabilities

We are committed to providing an inclusive and accessible Religious Education (RE) curriculum that caters to the diverse needs of all our students, including those with Special Educational Needs and Disabilities (SEND). Our SEND provision is guided by the following principles:

- Inclusivity: We believe in the inclusion of all students, regardless of their individual needs or disabilities, in our RE curriculum.
- Differentiation: Our teaching approach is flexible and tailored to accommodate various learning styles, abilities, and needs.
- Accessibility: We strive to make all RE materials, resources, and activities accessible to every student, utilizing appropriate assistive technologies and support.
- Individualised Support: Students with SEND may receive individualized support plans or adaptations to ensure they can fully engage in RE learning.
- Collaboration: We work closely with parents, specialists, and support staff to ensure the best possible learning experience for students with SEND.

The outcomes for pupils at the end of their time in our school are that they are able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives

- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship
- Express religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean
- Ask questions sensitively about the lives of believers and suggest appropriate answers
- Reflect on the decisions people make – including believers – and suggest possible outcomes
- Compare their own experience and identity with others – including believers
- Reflect and empathise with the big questions of life, suggesting some answers / insights
- Be confident to explore their own spirituality and search for truth
- Value the religious journey of faith
- Develop pupils' ability to interpret and appreciate religious imagery and expression

Spiritual, moral, social and cultural development (SMSC)

In addition the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

Spiritual	Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
Moral	Helping each pupil develop their own informed values.
Social	Helping pupils understand some major forces shaping the values of our society.
Cultural	Aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with **personal, social, health and education (PSHE)** and **British values**. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

The management of RE

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects.

As a church school we recognise that it should be a priority to build up staff expertise in RE.

The RE coordinator is responsible for:

- producing a scheme of work for the school
- supporting colleagues in the detailed planning and delivery of RE provision
- ensuring Religious Education has status within the school
- keeping in touch with subject developments and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring RE provision, practice and outcomes
- ensuring assessment strategies are in place in line with the Agreed Syllabus
- creating the RE Development Plan and ensuring its regular review
- accountability for RE standards in the school
- meet with member of the Diocesan RE advisory team when possible

Impact

In RE pupils will be encouraged / have opportunities to:

- Think theologically and explore ultimate questions
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Develop the skills to analyse, interpret and apply the Bible text
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Recognise that faith is a particular way of understanding and responding to God and the world
- Analyse and explain the varied nature and traditions of the Christian community
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Reflect sensitively on areas of shared belief and practice between different faiths
- Enrich and expand their understanding of truth
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.
- Express religious ideas with the appropriate language, vocabulary and terminology
- Be confident in expressing and nurturing their own faith journey

Right to withdrawal - see appendix

At Forsbrook Church of England Primary school we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the head teacher, who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. 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. Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents beliefs and values.

Changes to the teaching of Relationships, Sex and Health Education and PSHE

Relationships, health and sex are good gifts of God and should bring joy. We must prepare our pupils for the opportunities, challenges and responsibilities of being in a relationship with other people. Our Relationships, Sex and Health Education ad RSHE gives pupils the understanding, vocabulary and strategies they require to keep themselves safe and to thrive within good, stable long-term relationships of all kinds. At Forsbrook Church of England Primary School, we want all pupils to flourish and to gain every opportunity to live fulfilled lives.

RSHE is taught in a way that teaches the diversity of healthy relationships, lifestyle choices and beliefs with the flexibility to reflect our own school ethos and values as well as our local context.

Church of England Education RSHE: [Relationships, Sex and Health Education](#)

Appendix

Guidance for schools and academies on the right to withdrawal from Religious Education March 2017

Religious Education

The government guidance *Religious Education in English schools: Non-statutory guidance 2010* states that:

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdraws by their parents (or withdrawing themselves if they are aged 18 or over).

In voluntary controlled schools and academies, religious education must be provided in accordance with the local Agreed Syllabus provided by the SACRE (Standing Advisory Council for Religious Education) of the local authority in which the school is situated.

In voluntary aided schools and academies, the decision on the content of religious education rests with the Governing Body, and should be in line with the Trust Deeds of the school.

In all forms of church school, the religious education provided should contribute to the Christian character of the school, and this is in aspect of the school's work which is subject to the *Statutory Inspection of Anglican and Methodist Schools (SIAMS)*, whether VC, VA or academy.

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. (Non-statutory Guidance 2010)*

Any parent considering withdrawal must contact the Head teacher to discuss any concerns relating to the policy, provision and practice of religious education at the school.

Managing the Right of Withdrawal

It is important that the school makes clear on its website and through other forms of communication, the RE syllabus being taught in school. There needs to be a clear understanding of the relevance of the RE curriculum and how it respects pupils own beliefs. It is good practice to review requests to withdraw from RE and collective worship annually.

Consideration needs to be given to:

- Whether the parents wish their children to be withdrawn from the whole of the subject or specific parts of it.
- Parents can withdraw their child from a specific activity, such as a visit to a place of worship, and not withdraw their child from the remainder of the RE.
- Where pupils are withdrawn from Re or collective worship, schools have a duty to supervise them, though not to provide additional teaching or incur extra cost.
- Where a pupil has been withdrawn from RE, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This could be provided at the school or the pupil could be sent to another school where suitable RE is provided. Outside arrangements are permitted providing the necessary safeguarding procedures are in place and the LA or Trust Board is satisfied that any interference with the pupil's attendance at school resulting from withdrawal will only affect the start or end of a school session (***Non-statutory Guidance 2010***)

It is important that schools are fully aware of issues surrounding religion, race and culture and ensure that parental right to withdrawal requests to not hamper their responsibilities to ensure equality for all and the promotion of British Values.