Religious Education Policy

Vision Statement

Our Ospringe School family's Christian Ethos of Nurture-Grow-Succeed is underpinned by Jesus' Parable of the Mustard Seed. We nurture a joyful, family-centred community where all feel rooted, valued and inspired. Through play and exploration, we foster curiosity, confidence and a lifelong love of learning. Our strong, effective curriculum embraces the richness of Faversham and the wider world. We empower our children to become stewards of creation and be vocal advocates for themselves and others. We create a safe, warm, inclusive nest in our nurturing branches, where children grow in kindness, resilience and wonder ready to flourish as compassionate individuals.





Our Christian Values

Compassion
Forgiveness
Equality
Honesty
Perseverance
Courage

Policy Review		
Last Review	Approved by GB	Next Review Due
September 2026	September 2026	September 2027

Board of Education

Serving children, schools and young people

How is this policy a reflection of our distinctive Christian vision?

Our Religious Education (RE) curriculum and daily practice are rooted in our Christian vision, **"Nurture – Grow – Succeed,"** and inspired by Jesus' teaching in the **Parable of the Mustard Seed**. Just as the mustard seed begins small but grows into something strong and flourishing, our RE curriculum seeks to nurture every child's faith, knowledge, curiosity and understanding, providing them with opportunities to grow spiritually, morally and personally. Through engaging and thoughtful teaching, pupils explore the Bible and the Christian faith, while developing respect and understanding of other beliefs and worldviews. The impact of RE is seen in pupils' growing confidence to ask questions, reflect on their learning and put Christian values such as love, compassion, forgiveness, hope and service into practice. In this way, RE helps our Christian vision to be lived out each day, nurturing children to grow in faith and understanding so that they can succeed and flourish as individuals and as members of our wider community.

Introduction

Religious Education (RE) plays a central role in supporting our vision and values, enabling pupils to flourish academically, spiritually, morally, socially, and culturally. Through the study of Christianity and a range of other religious and non-religious worldviews, RE encourages pupils to develop knowledge, understanding, respect, and empathy for others in an increasingly diverse society. Rooted in the Church of England's commitment to educating for wisdom, hope, community, and dignity, our RE curriculum provides opportunities for pupils to explore questions of meaning, purpose, belief, and identity, helping them to become thoughtful, reflective, and responsible citizens.

Aims and objectives of RE

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.
- 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.
- 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.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- 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.

- Develop disciplinary knowledge which equips pupils to be religiously literate.
- 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.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Curriculum balance and time – Implementation

Reflecting the school's trust deed, 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 1-4.

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.

Long Term overview for C of E Primary Schools in Kent

Kent Agreed Syllabus incorporating Understanding Christianity

September 2026

	AUTUMN		SPRING		SUMMER	
EYFS	**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*	**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 be care for others and the world and why does it matter?	**HUMANISM** What is Humanism?	**SALVATION** Why does Easter matter to Christians? *DIGGING DEEPER*	**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*	**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** What is Humanism?
Year 4	**CREATION** What do Christians learn from the Creation story?	**INCARNATION** What is the Trinity? *DIGGING DEEPER*	**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 is Humanism?	**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?

<u>Teaching and learning</u>

Teaching and learning 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.

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 INSIGHT].

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.

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 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.

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 and its contribution to the Christian vision of the school.

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.

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.

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