



Barrowby Church of England Primary School

Religious Education Policy

1 Introduction

At Barrowby Church of England Primary School we aim to ensure that our children are religiously literate. Our intent is to support our children in developing an outstanding level of religious understanding and knowledge so that they are equipped to hold balanced and informed conversations about religions and life.

At Barrowby Church of England Primary School, we ensure that we comply with the legal requirements for RE. These are as follows:

- 1.1 At Barrowby Church of England Primary School, we deliver RE in accordance with the Church of England Education Office's Statement of Entitlement.
- 1.2 Religious Education is a statutory subject of the curriculum for all pupils in each year group, including Reception. In line with the 1988, 1996 and 1998 Education Acts all children will receive Religious Education unless parents/carers formally withdraw their own children (S352(1) (a)).
- 1.3 We currently follow the Lincolnshire Agreed Syllabus for Religious Education 2018-2023. 'Every agreed syllabus should 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.' (s375 (3) Education Act 1996).

Within this framework our aims in RE are for pupils to:

- a) Ensure pupils develop 'Religious Literacy' and acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews;
- b) Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
- c) Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- d) Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- e) Enhance their spiritual, moral, social and cultural development by:
 - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;
 - Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience.

Religious Education Development Statement (2025–2026)

During the academic year 2025–2026, Religious Education at our school is undergoing a syllabus alignment phase. This period is dedicated to reviewing and enhancing our long-term curriculum planning and Stepping Stones documentation, in preparation for the full implementation of the new Locally Agreed Syllabus for Religious Education (2025–2030).

As part of this transition:

Our RE subject leader is collaborating closely with local education partners and fellow GRACE schools to ensure our curriculum reflects the aims and expectations of the new syllabus.

Staff are engaging in targeted professional development to build confidence and expertise in delivering the revised curriculum.

Pupils will continue to receive high-quality RE lessons that embody the core themes and Christian values of the new syllabus, while we refine our planning and resources.

We are excited to launch our fully updated RE curriculum in September 2026. In the meantime, we remain committed to providing inclusive, meaningful, and reflective RE experiences that nurture respect, spiritual development, and understanding across all faiths and worldviews.

2 The Context

- 2.1 As a Church of England primary school, we recognise the core place that Religious Education occupies as part of a broad and balanced curriculum. We also understand the contribution of effective RE to our journey towards realising our school's distinctively Christian vision.
- 2.2 We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith practitioners from a range of world faiths, and we value their contribution to our provision of engaging RE.
- 2.3 We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice, and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

3. Entitlement

- 3.1 It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2. This time is arranged as discrete hour/ two hour long lessons per week.
- 3.2 The Early Years Foundation Stage Curriculum supports children's understanding of Religious Education through the planning and teaching of 'Understanding the World – People, Cultures and Communities'. Children are encouraged to use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live. Exploring others' views, cultures and beliefs supports children in developing their views and beliefs about themselves, their family and community. In finding out about

others, young children are encouraged to reflect on belief, culture and practice and explore religion and faith through observing festivals and celebrations, sharing non-fiction texts and reading stories from religious texts, handling artefacts, engaging in roleplay and drama-based activities, and through discussions with those around them.

3.3 Whole school policy with regards to SEND and differentiation applies to RE. Teachers ensure that the learning activities employed in RE are differentiated to meet a variety of learning needs. At Barrowby Church of England School we teach RE to all pupils, whatever their ability and individual needs. RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of all pupils, and we take all reasonable steps to achieve this.

3.4 RE curriculum time does not include collective worship.

4. Implementation

4.1 Barrowby Church of England Primary School has eight classes, four mixed Key Stage One classes (YR/1 and Y1/2) and four Key Stage Two classes. We follow the Lincolnshire Agreed Syllabus 2018 – 2023 for Religious Education.

4.2 Our RE Stepping Stone Document is based on the Lincolnshire Agreed Syllabus for Religious Education 2018-2023, and can be found on the school website. In addition, we also use Understanding Christianity: Text, Impact, and Connections. This resource supports the teaching of Christianity in RE. It explores the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy. This is compliant with the Lincolnshire Agreed Syllabus.

4.3 At Key Stage 1, the principal religions studied will be Christianity and Islam; at KS2, the principal religions studied will be Christianity, Islam and Hinduism. It is not expected that pupils will study all six major world religions in depth during their time at Barrowby Church of England School, although they will have learning opportunities that allow them to encounter all these faiths. It is expected that pupils will also encounter non-religious worldviews, such as Humanism, as part of their RE curriculum.

4.4 We carry out curriculum planning for RE in three phases (Subject Long-Term Plan which maps out the religions and units taught, our Stepping Stone Document which maps out a clear progression of skills and knowledge taught in each year group, and medium-term planning). The long-term plan details each unit of work taught from EYFS up to Year 6. In Year 1 and Year 2 this is based on a two year rolling cycle (Cycle A and Cycle B). In KS2, this splits into single year groups. The medium-term plans are very detailed and follow the Lincolnshire Agreed Syllabus RE or Understanding Christianity document.

4.5 Religious Education is taught as a discrete subject. OfSTED guidance encourages a range of teaching and learning styles in RE. We aim to ensure enquiry, art, drama, thinking skills, speaking and listening activities, multisensory activities, visits/visitors, ICT and other teaching strategies are used to enable each child to progress in RE according to their individual needs. We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone.

4.6 Children in Key Stage 2 visit a Mosque and Mandir as part of their learning in Religious Education; this is linked to the units of work studied. In addition, all children use Barrowby All Saints Church to further support the teaching and learning of Christianity.

5. Assessment

5.1 Summative assessments are made by teachers at the end of a unit of work and at the end of each academic year. Teaching staff will assess each child against an assessment question, linked to the units of work that have been studied. These can be found on our Stepping Stone Document. Teachers can use evidence from pupil discussions, written outcomes, pupil interviews (pupil voice), and other creative outcomes, such as drama, art and music. Against each assessment question, children will be assessed as 'Working Towards' the standard or as 'Expected' within the standard. This is recorded on Integris, monitored each half term and analysed termly by the RE lead.

5.2 Pupil progress in RE is discussed as part of Pupil Progress Meetings with the Head Teacher; this occurs at three points in the academic year. Furthermore, RE is monitored by the School governors.

5.3 Progress in RE is reported annually to parents and has a prominent position in the end of year report. In addition, parents have the opportunity to discuss their child's progress in Religious Education, during the three parent/teacher consultations, throughout the academic year.

6 Withdrawal from RE

6.1 In line with the 1988, 1996 and 1998 Education Acts all children will receive Religious Education unless the parent/s formally withdraw their own children (S352(1) (a)).

Parents/guardians

6.2 We acknowledge the right of parents/guardians to withdraw their children from RE lessons. We acknowledge that parents/guardians do not need to provide a reason why they wish to withdraw from the subject and that the school must comply with this request. Should a parent/guardian wish to withdraw their child from RE lessons we require that written notice be sent to the school governors.

6.3 Should a parent/guardian request that their child be withdrawn from RE, we will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, *but should not incur any additional cost in so doing and is not obliged to provide alternative work.*

Teachers

6.4 Teachers may withdraw from the teaching of RE on groups of conscience unless they have been specifically employed to teach or manage the subject.

6.5 Any queries regarding withdrawal from RE should be directed to the RE Subject Leader in the first instance, and thereafter to the head teacher.

7 Monitoring and Review

- 7.1 We intend that this policy should operate for the next three years, and then be fully reviewed by staff and governors. The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RE. This will take the form of book scrutiny, planning delivery, data analysis and learning walks.
- 7.2 The RE Subject Leader must evaluate their own leadership of the subject during each academic year. Using a self-evaluation tool, such as an action plan, the RE Subject Leader must work with their line manager to ensure that leadership of RE remains a high priority and is of a high quality.

8 R.E Policy Review

This policy is reviewed by the Head teacher, staff and Governors in accordance with Barrowby School's Policy and Review Cycle for approval by the Full Governing Body, every 3 years.

Last reviewed: September 2025

Next review: September 2028