



Barrowby Church of England Primary School

Religious Education Policy

1 Introduction

At Barrowby Church of England Primary School, we aim to ensure that all children become religiously literate, developing the knowledge, understanding and confidence to engage in balanced, well-informed conversations about religion, belief, and the many ways people make sense of life.

Our RE curriculum reflects the Lincolnshire Agreed Syllabus worldviews approach, recognising that “nobody stands nowhere” and that every person interprets the world through a unique lens shaped by their experiences, beliefs, relationships and community.

We seek to provide a curriculum that helps children understand how diverse worldviews (both religious and non-religious) shape identity, influence behaviour and contribute to our shared life in local, national and global communities. In doing so, we prepare pupils to live well together in a complex, ever-changing world.

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

- 1.1 All maintained schools in England must provide Religious Education (RE) for all registered pupils, including those in the sixth form and reception classes (School Standards and Framework Act, 1998, Schedule 19; Education Act 2002, Section 80). This requirement does not apply to children below compulsory school age in nursery schools or classes.
- 1.2 As stated above, RE should be provided for all registered pupils except for those withdrawn at the request of parents/carers (School Standards and framework Act, 1998, Section 71).
- 1.3 Each Local Authority (LA) is required to review its locally Agreed Syllabus (LAS) every five years. The teaching of RE is set out in the Agreed Syllabus, determined by the Local Authority. The LAS must be consistent with Section 375(3) of the Education Act 1996, School Standards and Framework Act, 1998, Schedule 1919 which states that it must ‘reflect that the religious traditions of Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.’ The law does not define what these principal religions are.
- 1.4 We currently follow the Lincolnshire Agreed Syllabus for Religious Education 2025-2030. The syllabus fulfils the requirement of the Education Reform Act 1988 and the Education Act 1996 (s375 3). It is written to ‘reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking into account the teachings and practices of the other principal religions represented in Great Britain.
- 1.5 At Barrowby Church of England Primary School, we deliver RE in accordance with the Church of England Education Office’s Statement of Entitlement.

1.6 In line with the Lincolnshire Agreed Syllabus 2025 - 2030, our curriculum ensures pupils:

- Develop key thinking skills that allow them to navigate a diverse and increasingly complex world.
- Understand both disciplinary and substantive knowledge – learning how to study religion and what people believe.
- Explore diversity within and between religious and non-religious traditions, challenging stereotypes and simplistic assumptions.
- Learn about non religious worldviews (such as Humanism) and understand secular perspectives on life, meaning and morality.
- Reflect upon how beliefs, identities, communities, and interpretations shape individuals and societies.
- Understand the significant role religions and worldviews play in shaping responses to local, national and global events—including peace, justice, suffering, the environment, morality and meaning.

Above all, our intent is that pupils develop a genuine respect for others, an appreciation of the diverse world they inhabit, and a desire to contribute positively to it. Through high quality RE, we aim not only to fulfil statutory requirements but to prepare children for the opportunities, responsibilities and experiences of later life, enabling them to flourish as compassionate, thoughtful and active global citizens

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 RE curriculum time does not include collective worship.
- 3.3 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.

- 3.4 At Barrowby Church of England Primary School, Religious Education is provided for all pupils, regardless of ability, background, or individual need. RE forms an integral part of our commitment to offering a broad, balanced and inclusive curriculum.

In line with the school's SEND policy and whole-school approach to differentiation, teachers ensure that learning is appropriately adapted so that every pupil can access the curriculum and make meaningful progress. Learning activities are designed to respond to a range of needs, enabling pupils to engage, achieve and flourish.

We are committed to taking all reasonable steps to meet the needs of every learner and to ensuring that RE remains an area in which all pupils can participate fully and successfully.

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 2025 – 2030 for Religious Education.
- 4.2 Our RE Stepping Stone Document is based on the Lincolnshire Agreed Syllabus for Religious Education 2025 - 2030, and can be found on the school website.
- 4.3 At Key Stage 1, the principal religions studied will be Christianity, Hinduism, Islam and Judaism ; at KS2, the principal religions studied will be Christianity, Judaism, 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 the RE curriculum.
- 4.4 We carry out curriculum planning for RE in phases (Subject Long-Term Plan which maps out the religions and units taught and our Stepping Stone Document which maps out a clear progression of skills and knowledge taught in each year group, which forms our 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.
- 4.5 Religious Education is taught as a discrete subject within the curriculum. In line with the principles set out in Ofsted's Deep and Meaningful subject report (2024) and the Research Review for Religious Education (2021), our approach to teaching RE is grounded in curricular coherence, secure subject knowledge, and well-sequenced learning that enables pupils to build disciplinary, substantive and personal knowledge understanding over time.

Teachers employ a broad repertoire of pedagogical approaches, selecting methods that best support the intended learning. These may include enquiry-based learning, structured discussion, drama, art, multi-sensory experiences, visits and visitors, and the

use of digital technologies. Such approaches are used purposefully to deepen pupils' understanding of religious and non-religious worldviews, rather than as ends in themselves.

We recognise RE as a key contributor to pupils' spiritual, moral, social and cultural development, while also ensuring that SMSC is embedded across the wider curriculum. Our aim is to provide high-quality RE that enables all pupils to develop knowledge, understanding and the ability to engage thoughtfully with a range of beliefs and practices.

- 4.6 Children in Key Stage 2 visit a Mandir, a synagogue, a mosque and a cathedral 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. In addition, we welcome religious and non – religious visitors into school (The Indian Experience – Sunita and a Humanist).

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 the 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 Arbor mark books, monitored each 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, annually.

Last reviewed: June 2026

Next review: June 2027