

# Churchfield C.E. Primary Academy



## Religious Education Policy 2025

Signed by:

G. Lloyd \_\_\_\_\_ Head of School

Date: 1<sup>st</sup> October 2025

C. Dobson \_\_\_\_\_ Executive Principal

*Walking together in the light of the Lord, we aim to create a supportive and safe environment where we encourage each other to be the best we can be. At Churchfield we learn to take pride in our successes and aspire to make a positive difference for ourselves, the local community, and the wider world.*

## Rationale for RE at Churchfield CE Primary Academy

Religious Education (RE) plays an important role in defining the school's distinctive Christian character. RE reflects the school's Christian vision. The subject is regarded as a core subject within the school's curriculum. It has a vital role in developing religious literacy and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions. RE is non-confessional and should be treated as an academic subject in its own right.

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"

## 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:

### R.E. Statement of Entitlement

Christianity will, therefore, be at least 50% 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 academy bases it on the decision made by the trust board. 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% (closer to 10%) 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 50% 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 help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text
- To help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
- To enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture
- To give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions
- To help 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.

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 citizenship education (PSHCE), Relationship & Sex Education (RSE) 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 to or be better than comparable subjects. Teachers should share effective practice locally and regionally and engage in professional development (SIAMS 2018).

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

The RE subject leader 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 rigorous systems of assessment are in place (SIAMS 2018) and are in line with the Local Agreed Syllabus
- creating the RE Development Plan and ensuring its regular review
- accountability for RE standards in the school
- meeting with member of the Diocesan RE advisory team when possible

## RE outcomes for pupils

The figure below is taken from the [Staffordshire Agreed Syllabus](#) for RE and demonstrates what curriculum opportunities children should have at Key Stage 1 and 2:



# Key Stage One (KSI)

Dimension	Curriculum Opportunities Pupils should have the opportunity to:		
<b>Beliefs teachings and sources</b>	Engage with stories and extracts from religious literature and talk about their meanings - <b>1.1a</b>	Explore stories about the lives and teachings of key religious figures - <b>1.1b</b>	Find out about ways in which sacred texts are regarded, read and handled by believers - <b>1.1c</b>
<b>Practices and ways of life</b>	Find out about how and when people worship and ask questions about why this is important to believers - <b>1.2a</b>	Explore the preparations for and find out about the celebration of festivals <b>1.2b</b>	Identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives - <b>1.2c</b>
<b>Expressing meaning</b>	Explore as appropriate the special nature of artefacts used in worship - <b>1.3a</b>	Identify symbolic actions, gestures and rituals and talk about how they are used as part of worship and ceremonies - <b>1.3b</b>	Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression - <b>1.3c</b>
<b>Identity diversity and belonging</b>	Reflect and respond to stories about belonging and relating to religious communities and non-religious ways of life- <b>1.4a</b>	Identify and ask questions about customs associated with particular religious and non-religious ways of life - <b>1.4b</b>	Find out about ceremonies in which special moments in the life cycle are marked - <b>1.4c</b>
<b>Meaning purpose and truth</b>	Ask and respond to questions about things that are interesting or puzzling in the world - <b>1.5a</b>	Listen to and ask questions about stories of individuals and their relationship with God - <b>1.5b</b>	Explore a range of stories and extracts from sacred writings and talk about meaning they have for believers - <b>1.5c</b>
<b>Values and commitments</b>	Reflect and respond to stories highlighting the morals and values in practice - <b>1.6a</b>	Reflect on examples of care and concern shown by believers in religious communities and non-religious ways of life and explore reasons for these actions - <b>1.6b</b>	Explore stories from religious traditions and find out about attitudes to the natural world - <b>1.6c</b>

# Key Stage Two (KS2)

Dimension	Curriculum Opportunities Pupils should have the opportunity to:			
<b>Beliefs teachings and sources</b>	Explore the origins of sacred writings and consider their importance for believers today - <b>2.1a</b>	Explore a variety of forms of literature found in sacred books and investigate a range of religious teachings - <b>2.1b</b>	Explore the life of key religious figures and make links with teachings and practices of special significance to followers - <b>2.1c</b>	Explore the meaning of a wide range of stories about the beginnings of the world and reflect upon their importance for believers - <b>2.1d</b>
<b>Practices and ways of life</b>	Compare and contrast the practice of religion in the home in different religious communities - <b>2.2a</b>	Identify the main features and patterns of an act of worship and talk about the importance of worship for believers - <b>2.2b</b>	Investigate some features of key religious festivals and celebrations and identify similarities and differences - <b>2.2c</b>	Investigate the life of a person who has been inspired by their faith and make links between belief and action - <b>2.2d</b>
<b>Expressing meaning</b>	Explore the symbolic use of a wide range of objects, sounds, visual images, actions and gestures and make suggestions as to the intended meaning they might have for believers - <b>2.3a</b>	Explore the meaning of stories drawn from religious sources and reflect on the significance of key words, phrases or expressions - <b>2.3b</b>	Compare and contrast the use of symbols, actions and gestures used in worship by different communities - <b>2.3c</b>	Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice - <b>2.3d</b>
<b>Identity diversity and belonging</b>	Explore the diversity of a range of religious traditions and world views and identify and reflect on similarities and differences - <b>2.4a</b>	Find out about the activities of a local religious community and make links with key religious teachings - <b>2.4b</b>	Research some key events in the development of a religious tradition and explain the impact on believers today - <b>2.4c</b>	Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked - <b>2.4d</b>
<b>Meaning purpose and truth</b>	Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings - <b>2.5a</b>	Investigate and reflect on a range of religious and world view responses to suffering, hardship and death - <b>2.5b</b>	Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life - <b>2.5c</b>	Make links between beliefs and action and reflect on how this might have local, national and international impact - <b>2.5d</b>
<b>Values and commitments</b>	Explore rules for living found in sacred writings and teachings and ask questions about their impact on the lives of believers - <b>2.6a</b>	Investigate ceremonies associated with joining or belonging to a faith community and talk about the meaning of commitment - <b>2.6b</b>	Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives - <b>2.6c</b>	Explore religious stories and teachings about the environment and identify and reflect on their impact on behaviour - <b>2.6d</b>

Right to withdrawal - see appendix

At Churchfield CE Primary Academy, 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 of School or Executive Principal 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 does 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.

## Monitoring and Review

This policy will be monitored by the Senior Leadership Team and reviewed on an annual basis. The next review is due in September 2026.

## Appendix 1 – Right of Withdrawal

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

The 1944 Education Act gave the right to withdraw from RE or collective worship to parents who wished their children to receive different form of RE or worship. This right is also confirmed in section 71 of the School Standards and Framework Act 1998. In the case of collective worship, the government guidance document is Circular 1/94: Religious Education and Collective Worship.

Our Church of England schools should strive to ensure they are consistently excellent, distinctive, and inclusive, and that the whole curriculum is underpinned by Christian values. Religious Education is an important part of the curriculum in all Church of England schools and academies. Its nature, objectives, and content should be shared with parents each term to ensure that parents are able to recognise that RE is of educational value to all pupils, whatever their belief background. In this way, the likelihood for parental requests for withdrawal should be reduced. However, when they are made they must be handled accordingly to the legal guidance, while there is scope for a little realism and adaptability in order to ensure the best for every pupil.

In many of our schools within the Diocese of Lichfield, there is a large percentage of children whose families are members of another faith. It is the purpose and duty of every church school to be distinctive as a Church of England school. In each school, it is part of the mission of the church to welcome those of other faiths and no faith. In most cases, parents will have chosen the school for their child, making a specific choice of the school because of the ethos and education it offers. In a small number of cases, parents of other faiths will have been

offered a place at a church school because no other school has a place for their child within a reasonable catchment area.

The right to withdraw from Religious Education should be at the instigation of the parents or pupils above the age of 16.