



Willersey C of E Primary School

We learn together through faith, fun and friendship

Policy for Religious Education

Last reviewed: June 2026

Next review due: June 2028

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Legal Position of Religious Education in School

Religious Education is unique in the curriculum as it is neither a core or foundation subject. In the 1988 Education Act it states, 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils.'

Willersey C of E Primary School is a Church of England Voluntary Controlled School and therefore follows the Gloucestershire Agreed Syllabus for Religious Education 2025 – 2030

The Church of England's Statement of Entitlement

The Church of England's *Statement of Entitlement* outlines the aims and expectations for Religious Education in Church of England Schools and guides this school's approach to RE.

It begins by stating: *Religious Education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10) It will help to educate for dignity and respect encouraging all to live well together.* Quoting from the Church of England's Vision for Education: Deeply Christian, Serving the Common Good, it continues *Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.*

Religious Education and the School's Christian Vision

Willersey C of E Primary School's Vision:

'We learn together through faith, fun and friendship'

Our school vision is underpinned with the following Biblically-based values:

Courage: *'Be strong and courageous; do not be frightened or dismayed, for the Lord your God is with you wherever you go.'* Joshua 1:9

Compassion: *'Clothe yourselves with compassion, kindness, humility, gentleness and patience,'* Colossians 3:12

Friendship: *'Encourage one another and build each other up.'* 1 Thessalonians 5:11

Truthfulness: *'Tell the truth to each other.'* Zechariah 8:16

Respect: *'Do to others as you would have them do to you.'* Mathew 7:12

Creativity:

'Work hard and cheerfully at all you do' Colossians 3:23-24

'Whatever you do, do well,' Ecclesiastes 9:10-11

Building on these themes, RE in this school contributes to the outworking of our vision by:

Seeing *Faith* as both exploring Christian roots and encountering the lived faith of global communities.

Seeing the *Fun* in RE that comes from active, experiential, and creative hands-on exploration.

Reflecting that *Friendship* in RE is about respectful dialogue, mutual understanding, and discovering common human values across diverse worldviews.

Religious Education Intent

The intent of Religious Education at Willersey C of E Primary School is:

"for pupils to understand how worldviews influence people's lives, including their own, through the study of religious and non-religious worldviews, so that they better understand themselves and the world around them, and become better equipped to contribute to and flourish in society."

School Approach to Religious Education

In line with all church schools, this school has duty to provide accurate knowledge and understanding of religions and worldviews.

Reflecting the Ofsted research review on Religious Education published in May 2021, RE in this school will aim to ensure that pupils 'get better' in RE through their progressive understanding and awareness of 'substantive' knowledge: *pupils will acquire knowledge about various religious and non-religious traditions*, 'ways of knowing': *pupils will learn 'how to know' about religion and non-religion (also known as disciplinary knowledge) and finally 'personal knowledge': pupils will build an awareness of their own presuppositions and values about the religious and non-religious traditions they study.*

www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education#curriculum-progression

In line with the REC (Religious Education Council) Draft Handbook: Religion and Worldviews in the Classroom, this school will build on the research review mentioned above by selecting **content** in RE which explores how worldviews are formed, expressed and organised as well as investigating the context, meaning, purpose, values, commitments and influences behind these worldviews. It will encourage **engagement** with the subject through using diverse ways of knowing, focusing on the lived experience of people and demonstrating that the field of study of worldviews is a dynamic area of debate. Finally, it will encourage pupils to have a personal understanding of their **position**, enabling them, at an age-appropriate level, to reflect on and potentially develop their personal worldviews in the light of their study and reflect on how their worldviews affect their learning.

www.religiouseducationcouncil.org.uk/wp-content/uploads/2022/09/REC-Worldviews-Project-double-pages-Revised-cover-v1.2.pdf

A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore, this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the Statement of Entitlement, teaching and learning in RE in this school will provide:

- a challenging and robust curriculum based on an accurate theological framework
- an assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts
- a curriculum that draws on the richness and diversity of religious experience worldwide
- a pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry take place
- the opportunity for pupils to deepen their understanding of the religion and world views as lived by believers
- RE that makes a positive contribution to SMSC development.

Organisation and Time Allocation

In accordance with the structure of Gloucestershire Agreed Syllabus/South Gloucestershire Agreed Syllabus we have agreed that:

- in the Foundation Stage pupils will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year
- at Key Stage 1 pupils study Christianity, Judaism, Hinduism and Islam. RE will be taught for at least for 36 hours over the year
- at Key Stage 2 pupils study Christianity, Judaism, Islam and Hinduism, and also consider non-religious worldviews. RE will be taught for at least for 45 hours over the year.

Assessment/Recording and Reporting

The Gloucestershire Agreed Syllabus for Religious Education sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of key stage learning outcomes as outlined in the syllabus.

School reports are sent home in the summer term of each year and the RE report is written with reference to assessment records as well as pupils' individual work.

Responsibilities for RE in School

The **subject leader** is responsible for overseeing the teaching and learning of religious education in the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up to date by participating in CPD for RE and share good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- Supporting and clarifying the school's approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and be able to discuss impact and standards
- Contributing to the SIAMS self-evaluation process particularly around IQ 6

The Head Teacher and governors make sure:

- RE has a high profile within the curriculum
- all pupils make progress in achieving the learning outcomes of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD

- teachers newly appointed to Church schools are given support to become effective teachers of RE
- clear information is provided for parents on the RE curriculum and the right to withdraw.
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress.

The Right of Withdrawal from Religious Education

It is hoped that in a Church of England School it will not be necessary for any pupils to be withdrawn from RE. However, we recognise that this may sometimes be necessary. Our school policy must therefore state clearly how that withdrawal would be managed.

At Willersey C of E Primary School we wish to be an inclusive community but recognise that 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 occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

We would ask any parent considering this to contact the headteacher to discuss any concerns and anxieties about the policy, provision and practice of religious education at our school.

Managing the Right of Withdrawal

The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils and respects their own personal beliefs.

- Parents should be made aware of its learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.
- The school may also wish to review such a request each year, in discussion with the parents.
- The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given.

- Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
- Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.
- If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided if this is reasonably convenient.
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE.
- Outside arrangements for RE are allowed as long as the LA SACRE (VC schools) or diocese (VA schools) is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

Development, Sharing, Review and Monitoring of this Policy

Development

This policy was developed by the school taking account of relevant legislation and guidance, stakeholder input (e.g. staff and governor consultation), and current school priorities. It should be read alongside related policies and documents, including:

- **Safeguarding/Child Protection; Behaviour; SEND; Equality; Curriculum; Complaints.**

Sharing and Accessibility

This policy is published on the school website so it is accessible to parents, carers and other stakeholders. All staff are made aware of the policy and any updates via *[insert method(s): staff handbook; induction; briefing; CPD; email]*. Where appropriate, pupils are made aware of key elements of this policy in an accessible, age-appropriate way.

Review and Approval

This policy is reviewed **every two years** by the **Ethos Committee**, which considers any views expressed by parents, pupils and staff. The committee's recommendations are reported to the **full governing body** for approval and action as appropriate. As with all policy reviews, we ensure alignment with current statutory requirements, with other relevant policies, and with the school's **Christian vision**.

Monitoring of Implementation and Impact

Governors monitor the implementation and impact of this policy in line with the board's monitoring schedule and the school's monitoring arrangements (*e.g. headteacher reports, link governor visits, committee scrutiny, and relevant data*).

Approval and Review Record

Date reviewed: _____

Headteacher's signature: _____

Date: _____

Chair of Governors' signature: _____

Date: _____

Committee Chair's signature: _____

Date: _____

Date of next review: _____

Approval and Review Record

Version	Date Reviewed	Approved by (Committee/ Board)	Headteacher's Signature	Chair of Governors' Signature	Date of Next Review
1.0	DD/MM/YYYY	[Committee/ Board name]	_____	_____	DD/MM/YYYY