

Religious Education **Policy**

Leasingham St. Andrew's Church of
England Primary School

‘Everything you do, do in love’



Reviewed and updated: January 2026

Next review: January 2028

Rational and Principles

Religious Education is taught in our school because it makes:

“...a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument and helps pupils to understand the place of religion and belief in the modern world”. (RE: realising the potential, Ofsted 2013).

We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our school vision which states:

‘Everything you do, do in love’

At St Andrew’s, we seek to be a safe and happy environment, inspiring our school family to be positive participants in the world community. A place where we are all encouraged, through love and service, to be the very best.

‘Love one another, as I have loved you’ John 13:34

Our Christian Values form the basis of our behaviour expectations. These are: compassion, courage, endurance, forgiveness, friendship, hope, justice, respect, service, thankfulness, trust, truthfulness. In actively promoting these values we develop, reinforce and promote consistency of positive behaviour throughout the school.

Leasingham St Andrew’s Church of England Primary School is a single form entry village school for children in the age range 4-11. We deliver RE in line with the Lincolnshire Locally Agreed Syllabus.

In our school we seek to inspire ‘our school family to be positive participants in the world community. A place where we are encouraged, through love and service, to be the very best.’ We seek to empower all to fulfil their potential and flourish as agents of positive change in our world. Our curriculum provides pupils with the knowledge, understanding and skills they need to fulfil their potential. Through addressing key questions, engaging critical thinking and seeking wisdom, our curriculum supports pupils to flourish as agents of positive change. The RE curriculum at Leasingham St Andrew’s Church of England Primary School realises this vision by focussing on substantive, disciplinary and personal knowledge that unlocks pupils’ worldview literacy and empowers them to engage with the lived reality of religious and non-religious worldviews with wisdom, self-awareness and critical analysis.

As a Church of England School, we understand the core place that RE 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 distinctly Christian vision. The provision of RE is in accordance with the Trust Deed of the school.

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 and belief practitioners from a range of religious and non-religious worldviews, and we value their contribution to our provision of effective RE.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect 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.

Purpose

We teach RE as a core part of our school curriculum to help our pupils develop their religion and worldview literacy. We understand this to be our pupil's ability to hold balanced and well-informed conversations about religion and belief.

Intent

RE at Leasingham St Andrew's Church of England Primary School will be provided within legal requirements. These are as follows:

1. The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in the Reception class who are less than five years old.
2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain.
3. The RE curriculum provided will be in accordance with the locally agreed syllabus for Lincolnshire.

We deliver RE in accordance with the Church of England Education Office's [Statement of Entitlement](#). We also pay due attention to the [Ofsted RE Research Review](#) (2021), the [National Content Standard for Religious Education](#) (2023) and the [Ofsted RE subject report](#) (2024).

Within this context, our aims in RE are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and a range of other religious and non-religious worldviews.
- 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.
- 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.
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs.

- 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 and non-religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience.
 - Reflecting on their own beliefs, values and experiences in light of their study of religious and non-religious worldviews.

Time Allocation

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 of 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-long lessons per week with RE lessons taught by class teachers.

RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Years areas of learning.

RE curriculum time does not include values lessons, collective worship or assembly.

Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Each classroom has a designated reflection area, with a cross, a Bible, a relevant quote linked to each term's Christian value. In KS2 there will be a book of prayers written by the children linked to the Christian values. In EYFS and KS1 this will be a class prayer each half term.

Displays will consist of the enquiry question for each topic and lesson specific questions which drive the learning through each phase of the unit.

Curriculum Design

Our RE curriculum is based on the Lincolnshire locally agreed syllabus and can be provided on request.

YORK – EYFS: SPECIAL AND SACRED			
Autumn Which people, stories and events are special to me?		Spring What do I know about Easter and Holi?	Summer Why are some places and objects special or sacred?
Religions and worldviews Compulsory: Christianity and Hinduism across the year. Other RWs should be taught as and when appropriate, based on teacher's judgement and as directed in the units.			
LINCOLN - YEAR 1: SPECIAL AND SACRED STORIES			
Autumn 1 What do stories from religious traditions teach about God? What can we learn from other stories?	Autumn 2 How are stories and celebrations linked?	Spring What do creation stories teach people about God and human nature?	Summer What do people learn from stories and festivals?
Religions and worldviews			
Compulsory Christianity, Judaism Additional suggestions Stories with special meanings from other RWs.	Compulsory Christianity, Judaism Additional suggestions: aspects of other RWs, e.g. festivals of light, symbolism of light.	Compulsory Christianity, Islam, Judaism Humanism Additional suggestions: creation stories from other traditions and cultures	Compulsory Christianity, Islam, Judaism
WINCHESTER – YEAR 2: SACRED TEXTS, BELIEFS AND CONNECTIONS			
Autumn What are sacred texts and why do they matter?		Spring and Summer What do we mean by religion and worldviews? What beliefs, values and practices are important in religions and worldviews?	
Religions and worldviews			
Compulsory: Christianity Abrahamic religion: Islam Dharmic religion: Hinduism		Abrahamic religions – Christianity, Islam, Overview of Judaism Dharmic religions – Hinduism, Sikhi Non-Religious Worldview: Humanism	
Reference to be made to other RWs as and when appropriate - Judaism, Buddhism			
CANTERBURY – YEAR 3: WHY COMMUNITIES MATTER			
Autumn What does pilgrimage mean to individuals and communities?		Spring Which Religious and Worldviews communities can we find in our neighbourhood?	Summer Philosophy for Children: How do we decide what's right or wrong?
Religions and worldviews			
Autumn term: pilgrimage Compulsory: Christianity Abrahamic religion: Judaism Dharmic religion: Hinduism Reference to be made to other RWs as and when appropriate - Islam It is not necessary to cover every example of pilgrimage for each RW. Teachers should choose whichever they consider most appropriate.		Spring term: communities Choice depends on locality: no specific religion or worldview is compulsory , though it is likely that a local church will be chosen.	

SALISBURY - YEAR 4: COMMITMENT, PROMISES AND MEANING		
Autumn How do people welcome new life into the world? How do people show their commitment to a religion?	Spring How do people celebrate marriage?	Summer What do people believe about the afterlife? How is this expressed in funeral practices?
Religions and worldviews Compulsory: Christianity Abrahamic religion: Islam Dharmic religion: Sikhi Other RWs should be covered as and when appropriate, e.g. Humanist, Pagan ceremonies.		
NORWICH – YEAR 5: EXPRESSION, EXPERIENCE AND THE SENSES		
Autumn How do people express their beliefs through worship and caring for others? How do people use their senses in worship?	Spring What do we mean by religious and spiritual experiences?	Summer Inspirational Women
Religions and worldviews Compulsory: Christianity Abrahamic religion: Judaism Dharmic religion: Buddhism Reference can be made to other RWs as and when appropriate – Humanism, Islam, Hinduism, Sikhi		

SOUTHWELL – YEAR 6: BIG QUESTIONS: WHAT DO PEOPLE BELIEVE	
Autumn and Spring How do people know who or what to believe? What do people believe about the existence of God? What do people believe about good, evil and suffering? How do people choose between right and wrong? What do people believe about caring for the world and others? What do people believe about peace?	Summer Consolidation of learning. What is my religion or worldview?
Religions and worldviews Compulsory: Christianity Abrahamic religions: Islam, Judaism Dharmic religions: Buddhism, Hinduism, Sikhi Humanism Additional suggestions: Philosophical viewpoints	

It is not expected that pupils will study all six major world religions in depth during their time at Leasingham St Andrews Church of England Primary School, although they will have learning opportunities that allow them to encounter a range of religious worldviews. It is expected that pupils will also engage with non-religious worldviews, such as Humanism, as part of the RE curriculum.

We carry out curriculum planning for RE in three phases (long-term, medium-term and short-term). The long-term plan maps the sequence of learning in RE; the medium-term plan gives details of each unit of study delivered to each Key Stage, identifying clearly the different types of knowledge developed through the sequence of learning. The class teacher writes the plans for each lesson. These are discussed on an informal basis with the RE Subject Leader.

Curriculum Implementation

We ensure that teaching and learning in RE meets the needs of all pupils; the implementation of the curriculum focuses on ensuring all pupils develop the expected substantive, disciplinary and personal knowledge in RE. The impact of this is monitored through regular formative and summative assessment processes. 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. We provide an annual report on each pupil's progress in RE. This report will be based on regular monitoring of work in RE using a variety of methods, including verbal feedback, evidence folders and written comments on individual pieces of work.

Learning will be recorded through the use of floor books. These will comprise of the following:

- A title page highlighting the concept and key enquiry question(s).
- Lesson-specific learning objective (can be handwritten)
- Pupil voice post-it notes that capture children's thoughts and opinions during debates and discussions.
- Pupil annotations around Bible verses where appropriate.
- Any pictures that are appropriate to capture the children during lesson tasks/ discussions/ debates.

The floor books are designed to be able to capture the children's thoughts, ideas and interests, while not being onerous. Discussions and debates are essential for children to express their views on moral and ethical issues, while promoting oracy across the RE curriculum. Assessment tasks can be found in the children's RE books for Years 1 to 6.

In EYFS, the floor book will include elements of the above as appropriate, making explicit links to the current topic and PSED curriculum.

Resources

Leasingham St Andrew's Church of England Primary School has invested in a wide range of appropriate books, artefacts, audio and visual resources, posters, persona dolls, etc., and the RE Subject Leader audits these resources annually. We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of an effective RE curriculum. An outline of our planning for each enquiry is available on the school website. Each class has a page and shares the termly curriculum letter here.

Visits and Visitors

We consider that an essential element of the delivery of effective RE is encounter with a range of religious and non-religious worldviews. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for RE and provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also encourage members of different religious and non-religious worldviews to visit Leasingham St Andrew's Church of England Primary School. These visits are arranged in accordance with our Educational Visits policy.

Supporting All Learners

Whole school policy with regards to SEND and adaptive teaching applies to RE. Teachers ensure that the learning activities employed in RE are adapted to meet a variety of learning 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. For further details, see separate school policies.

Inspection

The effectiveness of the RE curriculum is inspected as part of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. Leasingham St Andrew's Church of England Primary School is a Voluntary Controlled school. As such, progress and attainment in RE is not inspected as a distinct element of the Section 48 SIAMS inspection. It is the responsibility of the RE Subject Leader to review and maintain evidence for the RE elements of this inspection, with appropriate support from the head teacher, governors and Diocesan RE Adviser.

Monitoring and Review

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.

The RE Subject Leader will monitor the delivery of RE through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the effectiveness of RE is conducted based on:

- Pupil and teacher evaluation of the content and learning processes.
- Staff meetings to review and share experience.
- Monitoring of assessment to ensure progression throughout the school.

- Use of A3 floor books across the school to record discussions in lessons and use of the RE books as a record of assessment tasks.

The RE Subject Leader must evaluate their own leadership of the subject during each academic year. Using a self-evaluation tool, such as the school evaluation form for the RE Quality Mark, 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.

Withdrawal from RE lessons

We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the RE Subject Leader/head teacher/school governors.

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*.

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

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.