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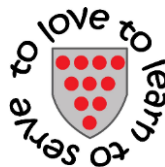
Diocesan Education Team

Callow End CE Primary School

Religious Education Policy

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Written with reference to the Diocesan Board of Education
Model Policy for Religious Education in Schools**



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Introduction

This policy has been written in the light of the [Church of England's Vision for Education](#) (Autumn 2016), [Flourishing for All](#) (September 2024) and through reflection on the 2023 [SIAMS Evaluation Framework](#) for schools.

Legal Position of Religious Education in School

Religious Education (RE) is unique in the curriculum as it is neither a core nor foundation subject. The 1988 Education Act states 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils.

Callow End CE Primary is a Church of England Academy, therefore Religious Education is provided in-line with the funding agreement and the academy follows the Worcestershire Agreed Syllabus for Religious Education 2025 – 2030.

The Church of England's Statement of Entitlement

The Church of England's [Statement of Entitlement](#) (September 2026) outlines the aims and expectations for RE 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

The School's Vision:

'Building a foundation for love and learning'

Our school Christian vision plays a significant role in our attitude towards the teaching of RE. Our vision is rooted in Christian theology which teaches us that God is love. We know from the Bible that God so loved the world that He gave his only son so that we may have eternal life. God teaches us how to live our lives, and we use the words and example of Jesus to build a firm foundation for love and learning.

Our vision is also rooted in Matthew 7:24-25 when Jesus says:



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‘So then, anyone who hears these words of mine and obeys them is like a wise man who built his house on rock’

As a foundation for **love** we provide a welcoming, safe and supportive environment in which the qualities and abilities of all our pupils are nurtured and celebrated. We use our school’s Christian values to guide us, sharing an ethos of love and respect, treating everyone in the way that we would like to be treated. We strive to celebrate differences both in our school community and around the world through our teaching, learning and shared life with our Church.

Jesus said ‘So in everything, do to others what you would have them do to you.’ Matthew 7:12

As a foundation for **learning**, we promote excellence, providing an inspirational curriculum which enables all pupils to aspire, achieve and flourish. We want our children to have positive emotional and mental health, and an understanding of their place in the wider world.

‘I came that they may have life and live it to the full’ John 10.10

Building on these themes, RE in this school contributes to the outworking of our vision by encouraging respect for others, their beliefs and the values that they hold dear. Our aim is that, through high quality RE provision, our pupils learn about other world beliefs and religions and gain knowledge and understanding from this experience. We want pupils to become informed communicators about religion and beliefs systems, developing spiritually, morally, socially and culturally so that they find purpose in their lives. Our aim is for our whole school community, both individually and collectively, to gain a deeper understanding of religion and its purpose and how religious values are put into practice in society. We want our children to learn how, through understanding the nature of faith, philosophy and different world views, they themselves might find ways to serve the common good.

Religious Education Intent

The intent of Religious Education at Callow End CE Primary School is to ensure that all pupils explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The threefold aim of RE elaborates the principal intent.

1. Making sense of religious and non-religious beliefs
2. Understanding the impact and significance of religious and non-religious beliefs
3. Making connections between religious and non-religious beliefs



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School Approach to Religious Education

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

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.

The RE syllabus is based around a key question approach, where the questions summarise the content to be studied. These questions support teachers in delivering high-quality RE that enables coherence and progression. Pupils will be taught in class groups, following a whole school 2-year plan.

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

- Meaningful and critical engagement with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Knowledge and understanding about Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- Knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Pupils will grapple with questions of meaning and purpose raised by human existence and experience.
- Understanding of the concept of religion and recognition of its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Development of disciplinary knowledge which equips pupils to be religiously literate.
- Exploration of their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.



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RE that makes a positive contribution to Spiritual, Moral, Social and Cultural (SMSC) development.

Organisation & Time Allocation

The Statement of Entitlement for Religious Education specifies that Christianity is to be the main religious worldview studied in and through RE in each year group/phase equating to at least 50% of curriculum time. It also states that, in a Church school there should be sufficient dedicated curriculum time, meeting explicitly RE objectives, committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages (KS) 1-4.

In accordance with the Statement of Entitlement and the structure of Worcestershire Agreed Syllabus we have agreed that, as a minimum:

- in the Foundation Stage pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They 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 and Judaism or Islam - RE will be taught for at least 36 hours over the year
- at Key Stage 2 pupils study Christianity, Judaism, Hinduism, Islam and also consider non-religious worldviews - RE will be taught for at least 45 hours over the year.

Assessment / Recording & Reporting

The Worcestershire Agreed Syllabus for Religious Education 2025-2030 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.

As a school we track progress in RE through rigorous weekly marking of their books using graded ticks to demonstrate if pupils are working towards, expected or greater depth. We use an assessment grid to help us determine this judgment. Using this weekly data to support we then complete half termly assessments based on the children's overall understanding of that half termly big question topic.

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.



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Responsibilities for RE in School

The Headteacher has ultimate responsibility for ensuring that the legal framework for RE is carried out and that the teaching of RE fits within the school's distinctively Christian vision. At Callow End CE School some of the responsibilities for RE may be delegated to other members of staff.

The **Subject Leader** is responsible for:

- ensuring personal subject knowledge and expertise are kept up to date by participating in Continuing Professional Development (CPD) for RE and sharing good practice
- attending RE clusters / hub meetings
- providing and sourcing in-service training for staff as necessary
- making sure that all teaching staff understand the distinctive role and purpose of RE within a Church school
- ensuring that Christianity is the main religion taught in and through RE in each year group/phase equating to at least 50% of curriculum time
- ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- ensuring that the teaching of RE enquires in to religious and non-religious worldviews through theology, philosophy and the human and social sciences
- supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact
- engaging with their diocese when developing the school's RE curriculum and adapting schemes and frameworks, such as a locally agreed syllabus, to the school's context
- 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 being able to discuss impact and standards, all in conjunction with the Headteacher
- contributing to the SIAMS self-evaluation process, including, but not limited to Inspection Question 7.

The **Headteacher and Governors** must ensure:

- RE's high priority within the curriculum and status as an academic subject are clearly articulated.
- that the legal framework for RE is upheld within the school
- that the Statement of Entitlement for RE is adhered to within school
- that all pupils make progress in achieving the learning outcomes of the RE curriculum
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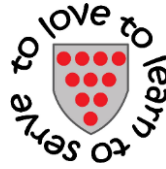
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- all teaching staff and those responsible for governance understand the distinctive role and purpose of RE within a Church school
- those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
- that teachers newly-appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- that 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
- engaging with the diocese when developing the school's RE curriculum and adapting schemes and frameworks, such as a locally agreed syllabus, to the school's context
- appropriate support is in place to ensure the effective provision of RE
- they monitor RE effectively in accordance with the Statement of Entitlement.

The Right of Withdrawal from Religious Education

In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. Parents also have the right to withdraw their child from part of RE and can do so without giving any explanation. Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE. If a teacher wishes to withdraw from the teaching of RE, a letter requesting this must be submitted to the head of the school and its chair of governors. If a teacher withdraws from the teaching of RE, the school must still make provisions for the pupils to receive their entitlement to RE.

At Callow End CE School we believe that Religious Education helps all children, irrespective of their own religious beliefs, understand the world around them and the communities in our world. We wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from RE 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.

Any request from a parent for the withdrawal from RE must be made to the Headteacher. All requests will be granted, and parents are under no obligation to provide a reason for their decision. Once a request has been received and granted by the headteacher, parents may be



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offered an opportunity to discuss the nature of RE within school, to support the school's understanding of the parents' decision. We would welcome the opportunity to talk with you about Religious Education in the school; however, parents are under no obligation to take up this offer, and it is not conditional on a request for withdrawal being granted. Should parents take up the offer of a discussion, the school may seek to establish the religious issues about which the parent objects to their child being taught.

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.

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the governing body every 3 years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- a change in Agreed Syllabus
- a change in Church of England Statement of Entitlement
- a change in legal position framework for RE