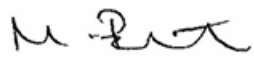




‘Let Your Light Shine’

Respect, Responsibility and Friendship

RELIGIOUS EDUCATION POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with:	Senior Leadership Team
Approved by:	 M. Bath, Chair of Committee	Date:	3rd March 2026
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1. Religious Education & the School's Christian Vision

We value pupils' education and aim to provide a broad and balanced Religious Education curriculum that is accessible to all. We do not tolerate discrimination of any kind and our Religious Education curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society, alongside the wider school curriculum.

Our vision, 'Let your light shine' is taken from Matthew 5:16. "In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven." We strive for all members of the school community to let their light shine and for all to enable others to do the same.

Religious Education plays a vital part in the holistic education of children. It enables them to investigate and reflect on some of the most fundamental questions asked by people whilst developing a sense of awe and wonder. Religious Education enables children to develop a sound knowledge of a range of religious and non-religious world views. Children are able to reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. At Rangeworthy Primary School, we help children learn from religions as well as about religions.

The principle aim of Religious Education in our school is to engage pupils with key questions arising from the study of religion and worldviews so as to promote their spiritual, moral, social and cultural development.

At Rangeworthy Primary School, our vision puts the children at the centre of all we do. Our understanding of the individual child underpins their learning journey. We have high aspirations for every child and we want to help them to be caring, confident and curious young people, with a passion for learning and the ability to achieve their potential.

Our aim is to ensure that pupils are prepared for, and have an appreciation of Life in Modern Britain through introducing and discussing British Values:

- Mutual Respect and the Tolerance of those with different faiths and Beliefs.
- Democracy.
- Rule of Law.
- Individual Liberty.

2. Legal Position of Religious Education in Rangeworthy Church of England School

Rangeworthy is a Church of England Academy; therefore, Religious Education is provided in line with the funding agreement and the academy follows the South Gloucestershire Agreed Syllabus for Religious Education.



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3. The Right of Withdrawal from Religious Education

Parents have the right to withdraw their children wholly or partly from Religious Education provided they give the headteacher notification of their intention to do so. Parents have the right to choose whether or not to withdraw their child from RE without influence from the school. The school can make parents aware of the educational objectives and content of the RE syllabus so parents can make an informed decision. Parents are informed of their rights on the school website.

If pupils are withdrawn from RE, we have a duty to supervise them, though not to provide additional teaching or to incur extra cost. 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.

4. Aims

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 and Islam. RE will be taught for at least for 36 hours over the year. This will be done through a mix of weekly lessons and RE days.

At Key Stage 2 pupils study Christianity, Judaism, Islam, Hinduism and also consider non-religious worldviews. RE will be taught for at least for 45 hours over the year. This will be done through a mix of weekly lessons and RE days.

Religious Education at Rangeworthy aims to:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and worldviews;
- develop an understanding of what it means to be committed to a faith or belief;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
- have respect for other peoples' views and to celebrate the diversity in society.

5. Roles & Responsibilities

5.1 The Headteacher & Local Academy Committee

The Headteacher and Local Academy Committee ensure:



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- 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 the school are provided with support offered by the diocese to enable them 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.

5.2 The Subject Leader

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 sharing 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 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 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 IQ7.

6. Impact

The principle aim of RE is to engage pupils in systematic enquiry into human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Key Stage 1

Children will be able to identify core beliefs and concepts studied and give simple descriptions. They will be able to give examples of how stories show what people believe.



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They will be able to give examples of how people use stories, texts and teachings to guide their beliefs and actions. They will be able to give examples of ways in which believers put their beliefs into practice.

Children will be able to think and ask questions about whether the ideas they have been studying reflect their lives in any way.

Key Stage 2

Children will be able to identify and explain the core belief and concepts learned using examples from texts. They will describe examples of ways in which people use texts to make sense of beliefs and compare ideas for how believers interpret texts.

They will be able to make clear connections between what people believe and how they live, and use evidence to show how and why people put their beliefs into practice in different ways.

Children will reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses. They will consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.

7. The Curriculum

We plan our religious education curriculum in accordance with the South Gloucestershire Agreed Syllabus, 2022 - 2027. The Agreed Syllabus sets out three core elements which are woven together to provide breadth and balance within the teaching and learning about religions and beliefs. These three core elements are:

- Know about and understand a range of religious and non-religious worldviews.
- Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.
- Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.

These elements set the context for open exploration of religion and belief. They offer a structure through which pupils can encounter diverse religious and non-religious worldviews.

We ensure that the topics studied in Religious Education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

8. Teaching Methods and Learning Styles

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our pedagogy is based on Rosenshine's Principles which



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enables children to extend their own sense of values and promotes their spiritual growth and development through a consistent approach. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious and non-religious worldviews. We use their experiences at religious festivals such as Easter and Christmas to develop their religious thinking. We include visits to a range of places of worship and welcome visits from those who represent a number of different faiths and beliefs.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Research includes using books and the Internet.

We recognise the fact that all classes in our school have children of differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

9. Planning

We carry out the curriculum planning in Religious Education in three phases: long-term, medium-term and short-term. The long-term plan maps the questions children will look to explore in each term at each school phase.

Our medium-term plans give details of each unit of work for each term.

The class teacher uses plans for each lesson which contain the specific learning objectives for that lesson. These are based on the schemes of work available from the South Gloucestershire Agreed Syllabus.

10. Assessment, Recording and Reporting

We assess children's work in Religious Education by making informal judgements as we observe during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the expectations of the unit, which we use as a basis for assessing the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year. We use end of unit assessments which contain a series of questions based on the unit's learning – this further supports teachers' judgements.

Reporting to parents is carried out through parent/teacher meetings and annual reports. Teachers comment on pupils' attitudes as well as on progress in the acquisition of knowledge and the development of skills.



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11. Monitoring

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. They are also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

The RE lead has specially allocated time for carrying out the vital task of reviewing samples of the children's work and visiting classes to observe teaching in the subject.

12. Resources

Resources are available from the school resource room to support the teaching and learning of RE. In addition, online resources are often used.

Visits from members of different faith communities and visits to different places of worship are important and valued resources.

13. Links to Other Policies & Sources of Information

This policy supports and is supported by:

- Teaching and Learning Policy
- Feedback and Marking Policy
- Equalities Policy
- Spiritual Moral Social Cultural Policy

This policy is available on the school website: [Rangeworthy Primary School Policies](#)

Paper copies are available from the School Office