

Charles Kingsley's CE Primary School

Religious Education Policy



**This policy was reviewed by the
Governing Body:
Spring Term 2026**

**Next Review Date: Spring Term
2027 (annual)**

Charles Kingsley's CE Primary School **Religious Education Policy**

At Charles Kingsley's CE (VA) Primary School, Religious Education is an integral part of our school life. We are a Voluntary Aided Primary School with a Christian foundation and, as such, Christianity forms the basis of all teaching in the school and how we treat each other. We believe that learning and growing in a caring Christian environment will strengthen the values, principles and personal beliefs of our pupils, equipping them for living life in the 21st Century.

Our aims for Religious Education and the contribution of Religious Education

We believe RE makes a significant contribution to the development of our pupils, and strongly support the vision and values of Charles Kingsley's CE Primary School.

- **Developing viewpoints** A key aim of RE is to draw on pupils' own independent, potentially small, interpretive points of view and develop these to appreciate a wider and broader viewpoint.
- **Celebrating difference** We know that our community is made up of staff, pupils, and families who originate from differing nationalities, cultures and faith groups. Being mindful of the Christian character of the school, we should be celebrating diversity and offering a welcoming and inclusive environment for all of our pupils, including new arrivals and those for whom English is an additional language.
- **Developing values and principles** The purpose of RE is to support pupils in developing their own coherent patterns of values and principles, and to support their spiritual, moral, social and cultural development. This entails encouragement of each pupil to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences. It is important that students progressively develop the capacities to interpret, evaluate and respond to differing values and beliefs. This can be achieved through extending their thinking and analytical skills and their creative, imaginative and emotional development.
- **Mutual understanding** A further purpose of RE is to foster mutual understanding between pupils of differing religious and cultural backgrounds. This promotes tolerance, a key British value.

Parental right of withdrawal from Religious Education lessons

At Charles Kingsley's CE Primary School, we are an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience.

If parents do request the withdrawal of their child from collective worship and religious learning, the school will provide alternative environments and learning for that child. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Charles Kingsley's CE Primary School.

Curriculum

As a Voluntary Aided church school, we provide opportunities to understand the Anglican church year both at school and at the Parish Church. We welcome visitors from the church to share their experience of Christian belief at times of worship and in RE lessons. We believe that spiritual, moral, social and cultural development is inextricably linked, not only to RE, but to every aspect of life and that we are in the privileged position of being able to offer our pupils an understanding of Christianity as both a vibrant, worldwide faith and a foundation for living a thoughtful, caring and purposeful life.

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA) including EYFS.

We follow, under the advice provided by Winchester Diocese, the Hampshire Local Agreed Syllabus, *Living Difference IV* and use *Understanding Christianity* resources to support this.

The Agreed Syllabus reflects the fact that Christianity is the main religious tradition in the country, while taking account of the teaching and practices of other religions and world views represented in the United Kingdom. At Charles Kingsley's CE Primary School, Christianity will be the main religion studied, helping pupils to understand the Christian ethos that underpins our school. At Charles Kingsley's CE Primary School, we have kept to 60% Christianity teaching.

Understanding Christianity aims to provide pupils with a coherent understanding of Christian belief and practice as part of a wider religious, theological and cultural literacy. Doing justice to Christianity as a world faith, it aims to raise the level of pupils' religious literacy, draw pupils into deeper understanding of the Bible and provides them with opportunities to explore how Christian belief and practice are shaped. It makes connections with other areas of belief and understanding and encourages reflection, evaluation and application.

Teaching and Learning

The recommended time allocation for RE is:

- EYFS and KS1: 36 hours per year
- KS2: 45 hours per year

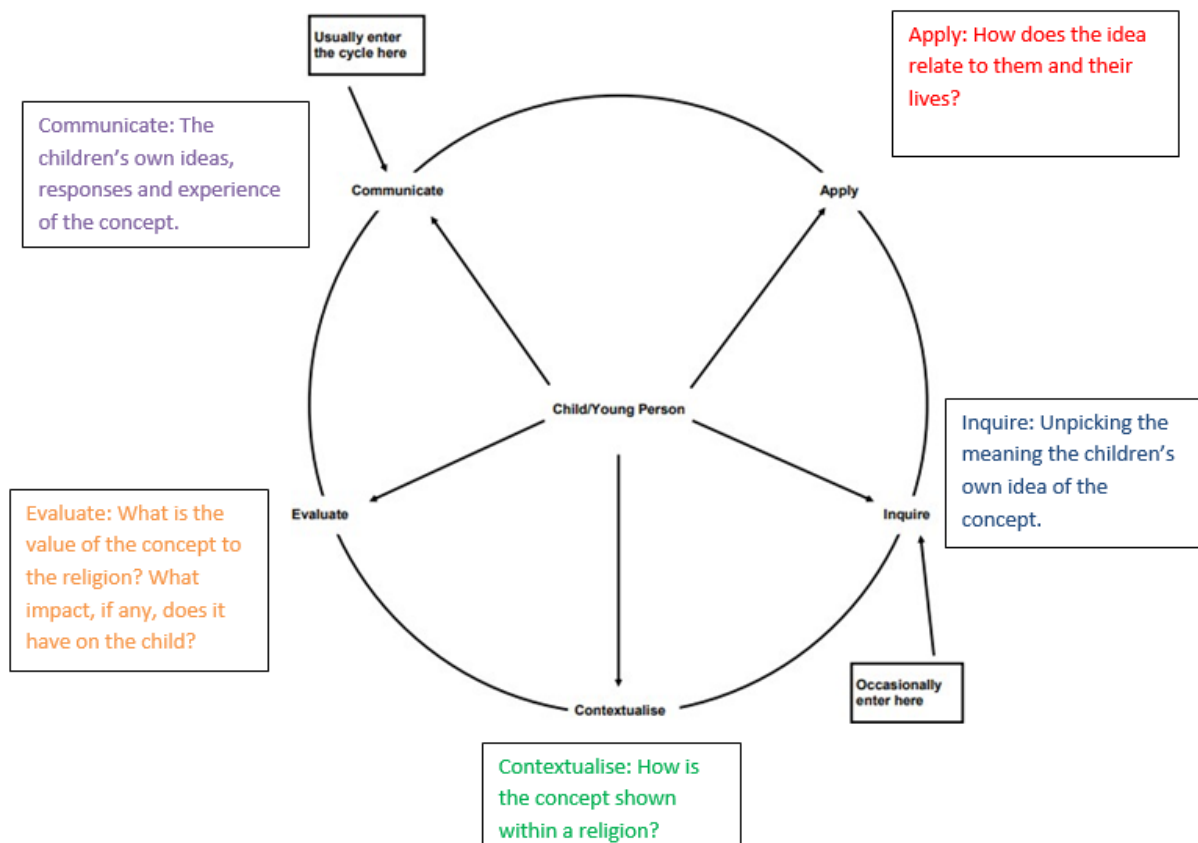
Religious Education will be taught during a regular weekly session. We recognise that all children in our school have different learning styles, and therefore the teaching of RE will meet the standards set out in our Learning and Teaching Policy which aims to ensure that all children will reach their potential.

Our long-term plan provides a continuous and progressive outline for the development of Religious Education through the school from EYFS to Year 6. Within this framework the teaching of Religious Education is supported by topic themes specified for each year group and ensures effective coverage of all areas and concepts. Our long-term planning takes an overview of the concepts covered, to ensure cycles of enquiry build on one another.

Religious education has equal standing in relation to core and foundation subjects.

In addition to the teaching and learning policy, it should be noted that unlike many other subjects, RE is a philosophical enquiry based upon the learner's own perceptions and understandings of each concept. This should remain fluid and develop as the learners' progress through the cycle of learning (see diagram below for the learning cycle).

The *Living Difference IV* syllabus is used to guide concept driven learning, encouraging children to begin from their own personal points of view and having opportunities to then hear about other people's points of view and how other religions would view these ideas. Throughout the cycle, learners will be interrogating the concept to develop their understanding of what it means; which should grow and develop as the cycle is followed round.



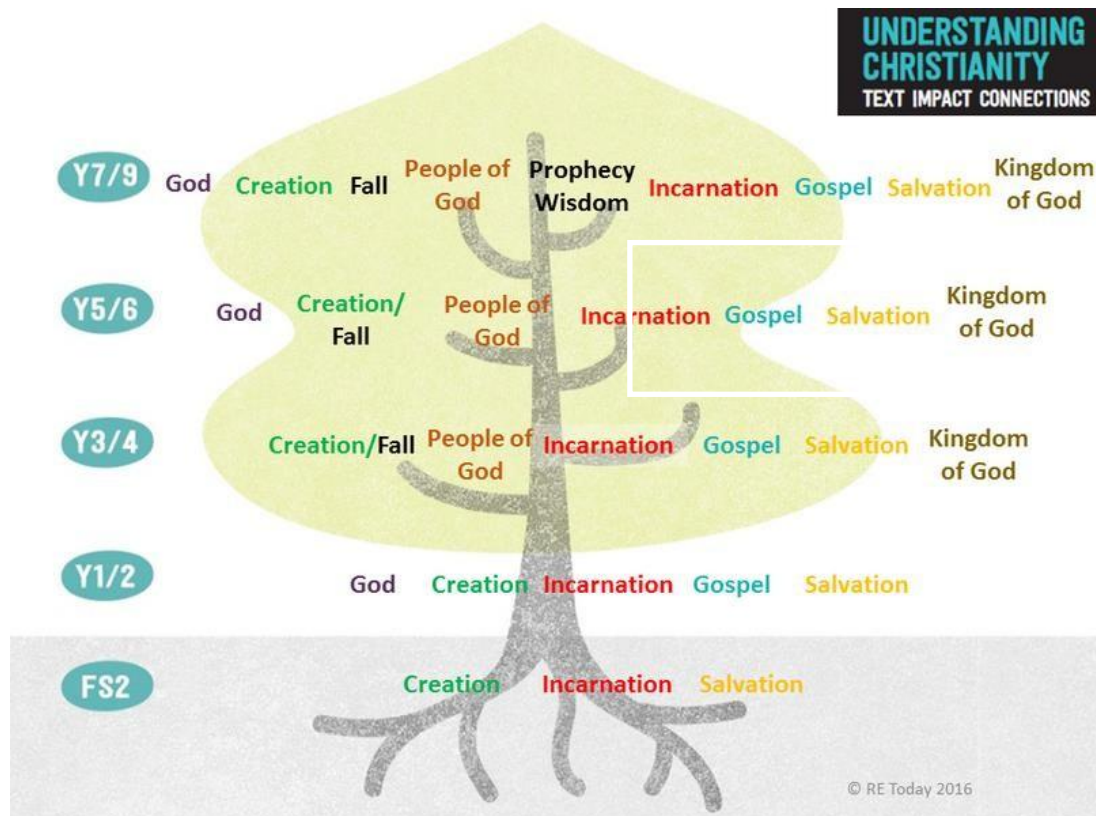
Golden Threads

Children will explore the concepts and will revisit golden threads throughout the key stages. These golden threads are: community, belonging, special and love. They are woven through the RE curriculum so that children experience them repeatedly and develop connections between the concepts that they explore. As well as this, children will experience increasing challenge as they journey through the school. They initially explore concepts that are common within and outside of religions (Concept A), and then as they move into Year 2 and beyond, experience concepts that are common to many religions (Concept B) and, in upper KS2, concepts that are unique to certain religions (Concept C).

Understanding Christianity

This is a substantial resource used to support our teaching of Christianity in RE. The key purpose of UC is to help all teachers support pupils in developing their own thinking and their understanding of Christianity as a contribution to their understanding of the world and their

own experience within it. As a church school, we aim to see pupils leave school with a coherent understanding of Christian belief and practice. The resource fully supports and dovetails in with *Living Difference IV*. An outline of *Understanding Christianity* programme of study is shown below.



Inclusion and SEND

We live in a multi-cultural, multi-racial society and encourage the respect and understanding of other religions and cultures within the community in which we live. We intend to follow Jesus' example to love and serve one another so that all may be included, regardless of race or culture. We believe that all children irrespective of race, ability and gender should have equal access to the RE curriculum.

Children with special educational needs will work on the same content but there will be differentiation in accordance with the SEND policy and their Personal Education Plans.

Assessment, recording & reporting arrangements for Religious Education

Living Difference IV have published age-related expectations to provide a basis for making judgments about pupil's performance and to assist teachers with their planning, assessments, recording and reporting to parents, as appropriate.

Evidence of children and young people's progress will be captured in a number of ways, for example, through speaking and listening, drama, dialogue and discussion, as well as through a variety of different written activities.

The RE leader is responsible for organising assessment criteria, and how this assessment will be recorded. The RE leader will facilitate training on how to assess and record progress in RE. Each term the RE leader will monitor the recording of assessment in RE and annually will consider the implications following this assessment to monitor pupil progress in all areas of the cycle.

Monitoring and review

Monitoring the policy and practice of Religious Education is the role of the named school governor responsible for religious education within the school. The nominated governor will liaise with the Headteacher before reporting to the governing body.