



St John's C of E Primary School

Religious Education Policy

Date adopted: 1st September 2025
Review cycle: Every year
Approval: Local Committee

Last reviewed: n/a
Is this policy statutory? Yes
Author: Kathryn Saunderson

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments

Kathryn Saunderson (acting headteacher) with responsibility for update of policy and date of policy and review

At St John's, Religious Education should enable every child to flourish and to live life in all its fullness (John 10:10). It will help educate for dignity and respect encouraging all to live well together. 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 Statement of Entitlement February 2019*)

Our Vision

As a Church of England school we are proud that our vision - **In harmony we Nurture, Inspire, Flourish, in the name of Jesus, The Good Shepherd. "I have come that they may have life, and have it in all its fullness. I am the Good Shepherd" John 10:10-11** - is rooted in the theology of the Church of England Vision for Education and the teachings and example of Jesus Christ. St John's is a Church of England Primary School, in The Good Shepherd Trust, where pupils and staff act out their faith in their daily lives, with Jesus as their example.

Our vision and values develop each pupil at St John's by supporting them to:

- Develop a sense of self-worth, stemming from the recognition that they are created in the image of God.
- Develop a sense of being, in relationship with others, and a growing understanding of what it means to belong to a community.
- Be involved with others in the wider world and an appreciation of difference and diversity.
- Respond to the distinctive ethos of a Church school and the content, language and symbolism of the Christian faith as a way of understanding our meaning and purpose in life.
- Develop a willingness to explore Christian beliefs and values through a knowledge of Bible stories and Christian teaching in order that these might become a firm foundation for life.
- Reflect upon experiences of awe and wonder, compassion for others and the beauty around us.
- Realise that experiences of disappointment, failure and loss can be occasions for spiritual growth and development.
- Value the natural world and a commitment to care for creation.
- Develop a willingness to explore the ultimate questions and mysteries of life.

Religious Education

Religious education is an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. (*Religious Education Statement of Entitlement February 2019*)

Religious Education contributes dynamically to pupils' education by provoking challenging questions about meaning and purpose in life, beliefs (religious and non-religious), issues of right and wrong and what it means to be human. In RE they learn about and from worldviews, including Christianity and other principal religions and beliefs (including non-religious perspectives such as Humanism) in local, national and global contexts, to discover, explore and consider different answers to these questions. Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip them with systematic knowledge and understanding of a range of worldviews, beliefs, concepts and practices, enabling them to develop their ideas, values and identities (personal knowledge). Religious Education should also develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diversity of beliefs. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ. Religious Education supports pupils and students in developing their sense of identity and belonging and enables them to flourish individually within their communities and as citizens in a diverse world.

Aims and objectives

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

To enable pupils to:

- demonstrate an appreciation of the nature of worldviews and the important contribution of religion and belief, spiritual insights and values to the individual's search for meaning in life;
- recognise that someone's worldview, including their own, can be influenced by many factors and is an intrinsic part of how they view the world;
- develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, through their history, contemporary diverse expressions and encountering peoples' lived experience;
- develop interest in and enthusiasm for the study of worldviews and enhance their own spiritual, moral, social and cultural development;
- develop the ability to make reasoned, informed and creative responses to religious and moral issues;
- recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world

Religious Education Curriculum

Religious Education is taught according to the Surrey Agreed Syllabus for Religious Education. For our RE Curriculum Overview, please see our RE section on our website - <https://www.stjohnsdorking.uk/curriculum/re> .

Curriculum Balance and Time

Reflecting the Church of England Statement of Entitlement for Religious Education 2019, parents and pupils are entitled to expect that Christianity is the majority religion studied in each year group and should be at least 50% of RE curriculum time. A minimum of 5% of weekly curriculum time, but ideally more, meeting explicitly RE objectives, is committed to the delivery of RE.

Note: Collective Worship is not part of the "taught day" and so is not included in the calculation of R.E. teaching time.

Teaching and Learning in Religious Education

Our RE curriculum is designed to ensure a balance of theology, sociology and philosophy. We have identified these as three Golden Threads:

- 'God': relating to theological approaches;
- 'Identity': relating to more philosophical approaches;
- 'Community': relating to sociological approaches.



These 'Golden Threads' are threaded throughout the units of work as part of the syllabus progression model in the way that they develop children's knowledge, understanding and skills in age-appropriate ways. Pupils' own perspectives form a part of their learning within the syllabus as part of the development of their personal knowledge. Using pupils' starting points is one of the ways in which the syllabus strives to be inclusive of the wide spectrum of religious and non-religious beliefs that are a part of our community.

Religious Education in Lower Key Stage Two

Pupils extend their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and are introduced to the importance of equality to Sikhs, and the Golden Rule to Humanists, recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. Pupils make connections across their learning in the thematic units and deepen their understanding of concepts within and across religions / beliefs. Pupils are encouraged to become more self-reflective in the way that they understand their own personal worldview and the things that may have influenced it. They will also continue to develop important subject-specific and cross-curricular skills.

Religious Education in Upper Key Stage Two

Pupils further develop their understanding of the beliefs and lived experience of some Christian, Jewish, Muslim & non-religious people, and are introduced to Hindu (Sanatana) Dharma and Buddhism. As learning develops across this phase, pupils will increasingly become aware of the factors that might account for diversity within and across communities, including opportunities to consider how some sacred texts can be interpreted in different ways e.g. creation stories. Pupils continue to explore their own personal worldview and begin to articulate some of the factors that may have influenced it, also applying their thinking to help them to understand the worldviews of others.

Enhancing Religious Education

Our Religious Education curriculum is enhanced through experiences and enrichment opportunities including:

- fostering close links with our local church community with regular visits and services as well as visits by clergy to the school.

- Faith ambassadors working alongside the local clergy and SLT to develop RE and collective worship in school.
- taking part in whole school events- (Harvest Festival, school services at Christmas and Easter)
- engaging in daily Collective Worship and whole school Pause Days
- participating in moments of quiet reflection using reflection areas
- learning through cross curricular opportunities
- spiritual opportunities weaved through our curriculum

Assessment, Recording and Reporting

Assessment in Religious Education will:

- Be directly related to the expectations of the Surrey Agreed Syllabus
- Recognise the importance of Religious Education in a Church school, while also recognising that the taught time is considerably less than that of English and maths.
- Seek to identify pupils' development of factual knowledge, skills and attitudes.
- Inform next steps in teaching and learning both for individual pupils and class groups.
- Inform whole school areas for development.
- Enable effective reporting to parents.

The impact of our RE curriculum can be found in our RE floorbooks, the children's written reflections and the quality of discussions that they have. Children show their growing knowledge and understanding of religions through a variety of learning activities. The impact of our RE curriculum can also be found in our children's deep respect for one another and their attitude towards our community. We are proud of how our RE curriculum supports children to both value difference and understand which shared values and beliefs unite us.

Monitoring

The Religious Education subject leader, alongside the senior leadership team, is responsible for monitoring the standards of the children's learning and the quality of teaching in religious education. The LC have a link governor, who works alongside the school and the Diocese to support a growing knowledge and understanding of how RE is taught and assessed within a primary school setting.

Role of the RE subject leader

The subject leader will:

- Support colleagues in the teaching of Religious Education.
- Be informed about any current developments in the subject, locally and nationally.
- Provide a strategic lead and direction for the subject in the school.
- Attend termly RE network meetings at Guildford Diocese.
- Ensure that all pupils receive their legal entitlement of religious education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- Produce and regularly review a subject policy to ensure that it remains up to date.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and LC to feedback on the monitoring and impact of RE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- Ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Resources

Resources are located within the Prayer Space area and may be used in classrooms or around the school. Additional resources and artefacts boxes can be borrowed from [Guildford Cathedral Resources Library](#).

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The school must comply with any request from a parent to withdraw their child from all, or part of Religious Education, and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the head teacher before making this decision. Where pupils are withdrawn from all or parts of the RE curriculum, they will engage in a personal project linked to the wider curriculum.