

RELIGIOUS EDUCATION POLICY STATEMENT



At St Peter's we believe that all our Christian values stem from Love. The Love that God has for us, that we have for God and that we show each other

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St Peter-in-Thanel C.E. (VA) Junior School

RELIGIOUS EDUCATION POLICY STATEMENT

Pupils and their families can expect a high-quality religious education (RE) curriculum that is challenging, rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Kent Agreed Syllabus we learn about other religions and world views, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Aims and objectives:

As stated in the Church of England Religious Education Statement of Entitlement (Jan' 2026), religious education at St Peters aims to:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Know about and understand 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.
- Gain 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.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.
- And, ensure that our overarching school vision of love is displayed throughout the DNA of our curriculum and school ethos.

Teaching and learning

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher-level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised.

(Our scheme of work can be seen in Appendix 1 of this policy).

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Listening to the teacher and each other.
- Asking and discussing 'big' questions
- Reading of texts.
- Seeking information for themselves in libraries and on computers.
- Discussion with the teacher and other pupils.
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits and visitors.
- Artwork.
- Outdoor learning.
- Time for reflection.

Differentiation and Special Educational Needs

Policy and practice in religious education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping. There is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

Breadth and balance

Although work on Christianity will predominate, there will be in-depth work on the major world religions and on other world views (such as Humanism in year 3 and 6) as appropriate. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes and develop respect for diversity.

Equal Opportunities

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate

way in order to encourage a positive attitude towards diversity. All questions, views, and opinions will be treated with sensitivity and respect.

Relevance

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. This will be done through engaging pupils in an enquiry based style of learning and by posing challenging questions to and by pupils.

Cross-curricular links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Throughout our curriculum, and in the additional opportunities planned for, staff actively seek to identify moments of spirituality. Those might appear within science, music, Drama, right across the breadth of our curriculum and in the special events/ wow days planned for within our calendar (our 'Big outdoor day', 'Shakespeare for schools' events, Cathedral days, author visits, scientific interactions with the 'ISS' or actual pieces of the moon!)

Our 'Promoting of St Peters Values', is one approach we take to this - a whole school calendar is regularly updated (term by term), with a range of focused topics that will allow children to think through themes and issues such as: Black History month; World Mental Health day; Remembrance; Diwali, Fair Trade and Autism Awareness (to name a few).

Time Allocation

Each member of staff teaches their own class for the equivalent of one hour and fifteen minutes a week. RE is taught throughout the year, usually in weekly lessons. However, the units are designed to provide some flexibility, so that the amount of time spent on RE in any one week is left to the teacher's discretion. Some units may be most appropriately studied intensively over a short period, such as the Synagogue, including a half-day visit and intensive workshops, whereas others can sensibly be studied at a regular rate of one lesson per week.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the Kent Agreed Syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment (where appropriate).
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education. (Statement of Entitlement June 2026 The Church of England Education Office)
- <https://static1.squarespace.com/static/669e29466c5f4a0a5baa7936/t/69691455322d2112db362d19/1768494165566/NSE+RE+Statement+of+Entitlement+for+publication+January+2026.pdf>
- Produce and regularly review a subject policy to ensure that it remains up to date
- Ensure all teachers are aware of 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.
- Support colleagues and help develop their subject expertise.
- Monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards.
- Liaise periodically with the HT and Governors.
- Seek opportunities for professional development for themselves and other staff.
- Order resources.
- Monitor end of term assessments.
- Observe the teaching of RE in school, providing support and guidance for teachers.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers and pupils; posters, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff; especially for the RE Subject-Leader to attend the wide range of useful training provided by Diocese, such as the annual RE and Collective Worship Conference. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

Legal Requirements

From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education. The school must comply with any request from a parent to withdraw their child 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 headteacher before making this decision.

Review

This policy will be subject to review and revision by the RE / CW Co-ordinator.



Suggested Long Term overview for C of E Primary Schools in Kent
 Kent Agreed Syllabus incorporating Understanding Christianity
 September 2023



	Autumn 1	2	Spring 1	2	Summer 1	2
Year 3	<p>PEOPLE OF GOD What is it like to follow God?</p>	<p>INCARNATION What is the Trinity? CORE LEARNING</p>	<p>SIKHI What is important for Sikh people?</p>	<p>SIKHI How do Sikh people worship and celebrate?</p>	<p>KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?</p>	<p>HUMANISM What is Humanism?</p>
Year 4	<p>CREATION What do Christians learn from the Creation story?</p>	<p>INCARNATION What is the Trinity? DIGGING DEEPER</p>	<p>GOSPEL What kind of a world did Jesus want?</p>	<p>SALVATION Why do Christians call the day Jesus died 'Good Friday'? CORE & DIGGING DEEPER</p>	<p>HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 1)</p>	<p>HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 2)</p>
Year 5	<p>GOD What does it mean if God is loving and <u>holy</u>?</p>	<p>INCARNATION Was Jesus the Messiah? CORE LEARNING</p>	<p>PEOPLE OF GOD How can following God bring freedom and justice?</p>	<p>SALVATION What did Jesus do to save human beings?</p>	<p>ISLAM What does it mean to be a Muslim in Britain today? (Part 1)</p>	<p>ISLAM What does it mean to be a Muslim in Britain today? (Part 2)</p>
Year 6	<p>CREATION Creation and science: conflicting or complementary?</p>	<p>GOSPEL What would Jesus do?</p>	<p>HUMANISM What is Humanism?</p>	<p>SALVATION What difference does the resurrection make for Christians?</p>	<p>JUDAISM What does it mean to be Jewish in Britain today?</p>	<p>KINGDOM OF GOD What kind of king is Jesus</p>