

Religious Education Policy

This policy was approved by Governors on 12th March 2026 and will be reviewed annually.

1. Introduction

- 1.1 This policy outlines the purpose, nature and management of Religious Education (RE) in our school. It reflects the consensus of opinion of the staff and has the full agreement of the Governing Body.
- 1.2 This policy should be viewed in conjunction with the school's policies for Spiritual, Moral, Social and Cultural Education (SMSC); Personal, Social, Health and Citizenship Education (PSHE); Drug Education; Sex and Relationships Education (SRE) and our statement regarding the promotion of British Values.
- 1.3 The implementation of this policy is the responsibility of the Headteacher and all staff.

2. Vision and Ethos

- 2.1 Recognising its historic foundation, the school aims to preserve and develop its religious character in accordance with the principles of the Church of England, and in partnership with the Church at Parish and Diocesan level.
- 2.2 Using St Peter as our inspiration, the School aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. By being rooted in faith and strengthening this through our vision of what it means to be part of a loving family, we promote an understanding of the meaning and significance of different world views.
- 2.3 The school attaches high priority to fostering links between the school, the home and the parish. It seeks to produce empathetic, curious, and law-abiding citizens who show respect for others, for the environment and our heritage.

3. The Legal position of Religious Education

3.1 Religious Education is a legal requirement for all pupils on the school roll, including those in Reception year. The curriculum reflects local as well as National perspectives. It has equal standing in relation to the core and non-core subjects, although it is not subject to nationally prescribed attainment targets and assessment procedures.

3.2 Withdrawal from RE

We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we ask that they inform the school [e.g. via the enquiries@ email address].

We will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that parents are in possession of all the necessary information. However, should a parent/guardian request that their child be withdrawn from RE, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, but should not incur any additional cost in so doing. Parents are responsible for providing the content of the learning for the missed RE lessons. If this is not forthcoming, then the children will be required to read.

Any queries regarding withdrawal from RE should be directed to the RE Subject Leader in the first instance, and thereafter to the Head teacher.

4. The Nature of Religious Education

At Navenby, the children and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of different worldviews and religions. 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 (including non-religious such as 'humanism'). We use religious texts to help develop religious and theological literacy and provide a balanced RE curriculum with theology (believing), philosophy (thinking), and human and social sciences (living) all included. Links to the school's 6 Christian values and SMSC development are intrinsic to the RE curriculum which will therefore have a significant impact on learners.

RE has a high profile in school. Learning activities provide fully for the needs of all learners who are inspired to develop a range of higher-level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of different world views.

5. The Aims of Religious Education

The aims of RE are:

- to enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage;
- to enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights;
- to contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

By the end of their education at Navenby, the expectation is that all pupils are religiously literate and as a minimum are able to:

- give a theologically informed and thoughtful account of Christianity as a living and diverse faith;
- show an informed and respectful attitude to religions and world views in their search for God and meaning;
- engage in meaningful and informed dialogue with those of other faiths and none;
- reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

6. Entitlement

6.1 Care is taken to ensure that Reception children are introduced to the various key concept areas and worldviews through their own curriculum framework and units covered on a yearly basis. These are linked to the early learning goals in the following areas: personal, social and emotional development, understanding of the world and communication and language.

6.2 The Lincolnshire Agreed Syllabus provides key questions for each year group to focus on. These questions support building the children's knowledge throughout their time in school and show clear progression. In order to make the curriculum more coherent and to support pupil understanding; the syllabus has four progression strands. All of the learning in RE links to these strands which are based on key concepts which are common to all religions.

Progression strands:

- Belonging, identity and community
- Beliefs, influence and values

- Expression, experience and the sacred
- Truth, meaning and interpretation

- 6.3 Sufficient dedicated time, meeting explicitly RE objectives, however organized, should be committed to the delivery of RE. The recommended time is 36 hours per year in KS1 (approx. 55 minutes per week) and 45 hours per year (approx. 70 minutes per week).
- 6.4 In order for the children to have the best learning experiences, the subject lead (or the individual's team leader) ensures that staff have access to the most effective training and resources. All staff and Governors understand the distinctive role and purpose of RE with our church school and the subject lead and GB monitor standards in RE effectively as part of the school's annual monitoring and evaluation schedule.
- 6.5 At Navenby we appreciate that not everyone has a faith and that non-religious world views are respected. Where relevant these views will be discussed in RE and PSHE lessons. This allows all pupils, regardless of belief to be able to contribute to RE lessons and their own spiritual growth and development.

7 Implementation

Religious Education is planned within a whole school framework based on the Lincolnshire Agreed Syllabus for RE.

Teachers are responsible for medium term planning and use the Agreed Syllabus for this task.

Short term planning is carried out by each class teacher according to the needs and abilities of the children within the class and the demands of the concept in question.

All activities are devised in line with the school's policy statement on Equal Opportunities. Activities are planned to encourage full and active participation by all children, irrespective of ability and to ensure a progression in this curriculum area throughout the school.

8. Resources

Pupils have the opportunity to learn about religions from a range of sources: fiction and non-fiction books, videos, internet websites, and boxes of artefacts relating to the religions studied which are located in a central resource area. The parish church, clergy and our Bishop's Visitor make additional resources available. Pupils are also encouraged to bring in personal artefacts from home.

Visits or visitors can provide excellent support for RE and should be seen in the broader context of classroom activities rather than a 'one-off', self-contained exercise. A visit to one place of worship can provide a clear and sharp focus for pupils' learning whereas comparing two places from the same or different faith traditions can help learners to explore diversity within and between faith traditions. These opportunities present children with first-hand accounts which develop positive attitudes and an appreciation of individuals' beliefs as well as developing their understanding of sensitive and respectful behaviour.

We endeavour to visit local places of interest including St Peter's Church and Lincoln Cathedral and others such as the synagogue in Leicester and the Mosque in Lincoln for children. We also have a visitor come into school to support our learning about Hinduism.

9. Assessment, Recording and Reporting

Due to the nature of Religious Education in schools, assessment is not always compatible with the frameworks used for other subjects.

Assessment should show:

- How well pupils are understanding key concepts
- What they need to do next to make progress
- The effectiveness of curriculum and teaching

Our curriculum gives pupils a lot of opportunities for questioning and discussion; which is invaluable for staff to gather a picture of the children's understanding and next steps. Our assessment tool for RE focuses on the knowledge we feel is imperative for the children to recall or explain. The level of complexity and understanding will naturally increase as the pupils move through the school. This will be assessed through discussion with the children as well as teacher judgement based on their response to recall activities, work produced and discussion had throughout term.

The Lincs Agreed Syllabus has been devised to show progression within units of work, across the year and across key stages. Teachers will be able to see this progress from previous years or key stages and will assess what the children need to build on next in their learning journey.

10. Monitoring and Evaluation

Monitoring and evaluation of RE is undertaken by the subject leader in consultation with the assigned governor(s) and staff and with reference to the school's Monitoring and Evaluation policy document.

In the interests of school Self-Review, recommendations for improvement following a monitoring and evaluation exercise are shared with staff and governors in a formal report. Recommendations will form part of the subject leader's action planning.

Policy Approved: Full Governors meeting 12th March 2026

Signed: Chair of Governors: Mr J Kirby

Head teacher Mr C Elliott