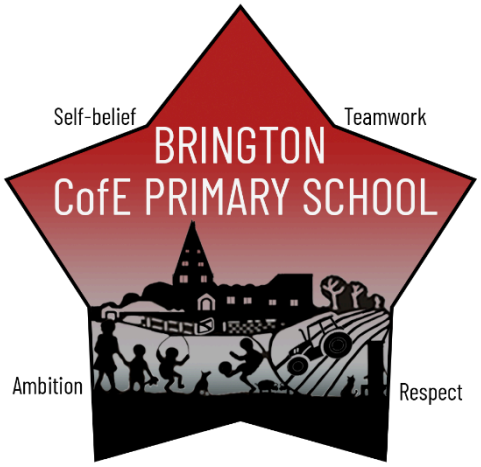



# Religious Education Policy

# January 2026

## Our Vision statement

"Encourage one another, and build each other up, just as in fact you are doing." Thessalonians 5v11

**1 Introduction**

As our Vision statement shows:

*"In R.E. we want everyone to have the chance to be able to develop their knowledge of Christianity and interlink and understand other faiths."*

1.1 As a Church of England school, the teaching of Christianity is at the Heart of our R.E. curriculum. Through the Understanding Christianity and Emmanuel Project Resources we aim to develop our pupils theological understanding by using enquiry and religious literacy.
1.2 We are aware that although Religious Education is not a National Curriculum or Early Years Framework subject we have a duty to provide quality Religious Education for all our pupils.
1.3 We respect the faith background of all our pupils, parents and staff. We acknowledge that parents/carers have the right to withdraw their child/children wholly or partly from RE and that teaching staff have a right to withdraw from teaching RE.
1.4 This policy will show how we identify and outline roles and responsibilities of pupils, parents, staff and governors and the procedure and arrangements to deliver a robust curriculum.

**2. Aims**

**2.1** We believe all curriculum subjects and learning at Brington C E School are underpinned by Christian values, aiming to inspire all children.
**2.2** We want our pupils to explore the world, discover new ideas and flourish in all curriculum areas. They should have opportunities to explore their own belief system and reflect on their place within the global community.
**2.3** We aim to provide enriched learning experiences which challenge our pupils and make the most of local partnerships within our local community.
**2.4** We work alongside the Diocese of Ely to promote religious understanding, respect for and openness to a wide range of religions and world views. Pupils should be challenged to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
**2.5** Pupils are prepared for the next stage of their education, enabling them to develop respect and sensitivity towards others, and in particular to those with different faiths and beliefs, and to combat prejudice and negative discrimination.
**2.6** We want our pupils to make clear links with Statutory requirements for British Values education and Spiritual, moral and social education.

**3.Our Curriculum**

**3.1** Our Religious Education teaching, is organised using schemes of work contained in Understanding Christianity and the Emmanuel Project, we follow a long-term cycle to ensure coverage of different religions and theological Christian studies.
**3.2** Our long-term mapping is well structured and logically sequenced building upon prior knowledge and showing clear progression of skills over time. We begin our teaching in Reception and increase exposure and knowledge over the years, following the guidance from Ely diocese.
**3.3** Quality teaching in RE helps generate respect for different views and allows for pupils to learn in different ways. We encourage an enquiry-based learning style using questions as titles to units of work.
**3.4** Pupils learn in different ways, we will provide opportunities for an enquiry led style of learning by encouraging:
- discussion led sessions
- the reading of religious texts
- using a range of media, including artefacts, pictures, photographs, music, art.
- outdoor learning
- visits and visitors

**3.5** Our teaching and learning incorporates wider experiences of the natural world and further extends knowledge by experiences of different traditions and religious festivals, such as Harvest, Thanksgiving, Christmas and Easter etc. to develop religious thinking skills.
**3.6** Suitable opportunities are provided for all children matching challenge of the task to the ability and needs of the children. Pupils with SEND will be given necessary support to enable development of skills in line with the progression documents.

**4. Outcomes**
**4.1** Attainment and progress in RE should be in line with national expectations. Written work should be of a high standard.
**4.2** Pupils will be able to demonstrate religious literacy and make measured and balanced arguments about religious topics.
**4.3** Pupils should have knowledge about a wide range of religious and non religious world views and beliefs.
**4.4** Teachers carry out continuous assessments each lesson to ensure key objectives are covered and knowledge and skills are developed.

**5. Spiritual, Moral, Social and Cultural Development**
**5.1** Through our teaching of RE, we promote the development of SMSC in a variety of ways. Children consider and respond to questions concerning the meaning and purpose of life, we help them to recognise the difference between right and wrong through the study of moral and ethical questions, we enhance their social development by helping them to build a sense of identity and children explore issues of religious faiths, values and traditions, and in doing so, they develop their knowledge and understanding of the cultural context of their own lives.

**6. Equal Opportunities**
At Brington CE Primary School all children, regardless of age, gender, ability, race or creed will have access to the Religious Education curriculum matched to their needs.

**7. Assessment**
**7.1** At Brington CE Primary School we assess pupils using live marking and reflection in religious education. Staff use the agreed syllabus unit planning and progression of knowledge and skills maps to provide learning opportunities with each teaching unit and assess the pupils during the teaching of a unit as prime, advanced and deep for their level of understanding. This method of assessment fits within the guidelines of the locally agreed syllabus…

"The progression targets, PT1 and PT2 for KS1 and KS2 are generic and allows for different forms of assessment to take place across the RE curriculum and reflects the pupils' experiences in RE. The progression targets offers criteria for assessment for each year group and should inform all assessment in RE. Assessment for each pupil should be made against the parameters that have been set for the unit or topic being taught. The statements support the progression and attainment and the key expectations for pupils in a particular year group."

**7.2** Teachers report assessments termly to the headteacher and they are discussed at whole school collective monitoring sessions, which are planned for on the (YOP) yearly operational planner.