



GRAYSWOOD PRIMARY SCHOOL  
Church of England (Aided)

# Religious Education Policy

Policy schedule	
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Section	Changes made	By whom
<b>2. Aims and objectives</b> Page 4	Aims updated from the Church of England Statement of Entitlement for Religious Education (2019)	Amanda Burrell
<b>3. Curriculum for Religious Education</b> Page 4	Working changed from <i>spiritual, moral, social and cultural development</i> to <i>religious, spiritual and philosophical ways of living, believing and thinking.</i>	Amanda Burrell
<b>9. Legal requirements</b> Page 8	Working changed from <i>spiritual, moral, social and cultural development</i> to <i>religious, spiritual and philosophical ways of living, believing and thinking.</i>	Amanda Burrell

## Contents

1. Introduction.....	3
2. Aims and Objectives .....	4
3. Curriculum for Religious Education .....	4-6
4. Curriculum balance and time .....	6
5. Teaching and learning .....	6
6. Adaptions.....	7
7. Assessment recording and reporting .....	7-8
8. Role of the RE subject leader .....	7
9. Legal requirements.....	8
10. Monitoring.....	8
11. Linked policies.....	8

## 1. Introduction



*Everybody at Grayswood Church of England Primary School is nurtured and loved as a unique child of God. Growing together through **perseverance** and **teamwork**, we learn to **love** and **forgive** with **kindness** and **respect**. As we flourish, we embrace the future with hope and confidence.*

Welcome to Grayswood CE Primary School- a place where everyone counts.

Grayswood is a friendly village school, situated within an idyllic location, with one class per year from Reception to Year 6. Our Christian values of **love**, **kindness**, **respect**, **teamwork**, **perseverance** and **forgiveness** and our mission statement '**Love one another as I have loved you**' (*John 15:12*) underpin the ethos and relationships in our school, however we are inclusive of differing faiths and none and welcome diversity.

The worship of the school is based on Christian principles. We uphold the importance of the contribution of staff and pupils in the development of the whole school ethos in which we share together in worship to support the promotion of our Christian values.

As a Church of England school, we believe it is important to develop core values by which to live and which help develop spiritual and moral awareness; so we have broken our mission statement down into 6 main values which we expect all members of the school community to model – children, staff, parents, governors and clergy. These values will be explored in depth over the school year, through collective worship, class reflection times and RE lessons.

Children and staff of all faiths and none are welcome at our school and our aims are to promote understanding and tolerance between those of different faith traditions. As well as being rooted in the Christian vision, the values we've identified are appreciated by people of other faiths and also people of no faith.

## **2. Aims and Objectives**

As stated in the Church of England Statement of Entitlement for Religious Education (2019), 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 of living, believing and thinking.

## **3. Curriculum for Religious Education**

As a church school in the Diocese of Guildford, we follow the Primary: Surrey Agreed Syllabus for RE (2023-2028).

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to our distinctive Christian vision in enabling all pupils to achieve their full potential and flourish. In addition, it contributes to the British Values and to pupils' religious, spiritual and philosophical ways of living, believing and thinking.
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy.
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs.

- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs.

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 EYFS**

The RE curriculum for the EYFS always starts from where the children are, often taking a child's-eye view and drawing upon their personal experiences. The curriculum allows children to explore the world around them from this starting point.

### **Religious Education in Key Stage One**

Pupils develop their knowledge and understanding of the worldviews, beliefs and 'lived experience' of some Christian, Jewish and Muslim people, and some non-religious people.

Pupils become more aware of other peoples' worldviews and are encouraged to develop important subject-specific and cross-curricular skills.

### **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.

### **4. Curriculum balance and time**

As a church school following the guidelines provided by Guildford Diocese, Christianity is the majority religion studied in each year group and represents not less than 50% of RE curriculum time. Therefore, not more than 50% of time is spent studying other world views. Within the context of the entire school curriculum, 5% - 10% of time is dedicated to explicitly studying RE objectives in each year group.

Our school fully acknowledges that the RE entitlement is totally separate from requirements for collective worship. At Grayswood, significant time and attention is invested in ensuring that collective worship is a key part of daily life, providing opportunities for reflection and contemplation.

The following outlines the minimum time devoted to the teaching and learning of RE:

#### **Early Years Foundation Stage**

30 - 45 min a week

#### **Key Stage 1**

45 minutes a week

#### **Key Stage 2**

1 hour and 15 minutes a week

### **5. Teaching and learning**

A range of additional learning opportunities are provided through:

- The school ethos, vision, values and community
- The immediate natural environment
- Sharing personal experiences
- Sharing stories and books
- Handling religious artefacts
- Cooking and tasting festival foods
- Inviting visitors into our Collective Worship to take services and talk about their religious experiences and beliefs
- Looking at Bible stories through Art and creating artwork in response to stories, big questions or artefacts
- Drama activities and role play

- Poetry and Writing
- Pause Days
- Prayer spaces
- Interfaith weeks
- Each class leading a festival church service
- Age-appropriate videos from a range of internet sites
- Visits to religious places of Worship
- Provide opportunities for children to visit other places of worship
- Visit to Wintershall's 'Life of Christ' (Year 6)

## **6. Adaptations**

In line with our school's inclusive approach to teaching, we ensure that **all** our pupils access the learning in order to reach their full potential, including those with SEND.

We make adaptations:

- through questioning
- setting open-ended tasks
- using a range of resources to support the individual pupil
- through peer support allowing the children to work collaboratively together

## **7. Assessment recording and reporting**

Teachers assess children in RE, in all year groups, at the end of each unit taught directly related to the expectations of the Surrey Agreed Syllabus. Assessment opportunities are planned for at the end of each unit allowing pupils' time to identify development of factual knowledge, skills and attitudes. This extended piece of writing is recorded in their RE journal that is then taken with them to the next year group. Throughout the teaching of each unit, teachers carry out ongoing formative assessment to ensure children are progressing. Pupil's progress will be reported to parents in annual reports. Every class (Reception to Year 6) have a floor book, where children's responses to key questions from every lesson are recorded as a way of showing progress in deeper thinking and enquiry. This is also how we show the variety of creative ways RE is taught across the key stages. RE learning is reviewed and moderated at staff meetings on a regular basis.

## **8. Role of the RE Subject Leader**

The subject leader will do the following.

- 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 Headteacher and Governors to feedback on the monitoring and impact of RE across the school
- Ensure there is a good relationship with our local church and community
- 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
- Regularly meet with our pupil worship team to ensure their voices are heard

### **9. 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)

Where pupils are withdrawn from all or parts of the RE curriculum, they will engage in a personal project linked to the wider curriculum.

Religious education is part of the basic curriculum giving opportunities to form part of the religious, spiritual and philosophical ways of living, believing and thinking of the child. Any parent wishing to withdraw their child from assembly or RE must approach the Head Teacher.

### **10. Monitoring**

The Religious Education subject leader, in conjunction with the Headteacher, is responsible for monitoring the standards of the children's learning and the quality of teaching in religious education. We review this on a yearly basis.

### **11. Linked Policies**

- Collective Worship
- Assessment
- Equality
- SEND Information