RE Policy - Sturry

Reviewed February 2026

Our Vision

Introduction

Our Christian vision drives us to be a school committed to excellence and wanting to ensure that all pupils, staff, families and stakeholders are treated fairly and equally. The message that Jesus gave in 'The of the Good Samaritan (Luke 10: 25–37) reminds us help others and be role models to support everyone in our community and "Go and Do Likewise".

Our Christian Values

Although there are many Christian Values, we have chosen four which we have placed a strong emphasis on to help create and sustain the Christian ethos of our school. The pupils learn to link these values to the parables of Jesus.

Perseverance
Collaboration
Aspiration
Compassion
Empathy
Support

Our values are deeply rooted in all we do at Sturry C.E. Primary School and provide the foundations for this policy. Our staff, children and stakeholders are encouraged to apply our vision in their daily lives, by working together and growing both individually and as a group. Simultaneously, they are expected to use our values when discussing their own faith, spirituality and the experiences and beliefs of others. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.

At Sturry Church of England Primary school, pupils and their families can expect a high-quality Religious Education (RE) curriculum that is 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 the 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 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 of living, believing and thinking.

https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf

Curriculum for Religious Education

RE is a core 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 RE:

- Is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- 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

Curriculum balance and time

Parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicit RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

RE is timetabled weekly across the school, with teachers following the current suggested timings:

- Reception: 50 minutes
- Years 1/2: 60 minutes
- Years 3/4: 60 minutes
- Years 5/6: 75 minutes

Please see Appendix 1 for the Long Term Plan for RE.

Please note that the RE entitlement is totally separate from requirements for Collective Worship. Collective worship is not considered curriculum time for RE or the teaching of RE.

Teaching and learning

Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons provide a safe space for pupils to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Seeking information for themselves in libraries and on computers.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek 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 to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables 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.

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, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

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

The school will assess the RE curriculum level at the end of each unit. Assessment will then be collated by SLT.

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.
- 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.

Role of the RE subject leader

The subject leader will:

- 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 Directors 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

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library, posters, CDs, 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. 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

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 law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

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.

Appendix 1 for the LTP for RE.

Suggested Long Term overview for C of E Primary Schools in Kent

Kent Agreed Syllabus incorporating Understanding Christianity

September 2023

	AUTUMN		SPRING		SUMMER	
EYFS	**CREATION** Why is the word 'God' so important to Christians?	**OLD TESTAMENT STORIES** Which stories are special and why? **INCARNATION** Why do Christians perform Nativity plays at Christmas?	**NEW TESTAMENT STORIES** Which stories are special and why?	**SALVATION** Why do Christians put a cross in an Easter garden?	**WORLD FAITH STORIES** Which stories are special and why?	**WORLD FAITH STORIES** Which stories are special and why?
Year 1	**GOD** What do Christians believe that God is like?	**INCARNATION** Why does Christmas matter to Christians? *CORE / DIGGING DEEPER*	**GOSPEL** What is the good news that Jesus brings? *CORE / DIGGING DEEPER*	**SALVATION** Why does Easter matter to Christians? *CORE LEARNING*	**JUDAISM** Who is Jewish and what do they believe? (Part 1)	**JUDAISM** Who is Jewish and what do they believe? (Part 2)
Year 2	**CREATION** Who made the world?	**UNIVERSAL** How should be care for others and the world and why does it matter?	**HUMANISM** Who are Humanists and how do they live?	**SALVATION** Why does Easter matter to Christians? *DIGGING DEEPER*	**ISLAM** Who is a Muslim and what do they believe? (Part 1)	**ISLAM** Who is a Muslim and what do they believe? (Part 2)
Year 3	**PEOPLE OF GOD** What is it like to follow God?	**INCARNATION** What is the Trinity? *CORE LEARNING*	**SIKHI** What is important for Sikh people?	**SIKHI** How do Sikh people worship and celebrate?	**KINGDOM OF GOD** When Jesus left, what was the impact of Pentecost?	**HUMANISM** Who are Humanists and what do they value?
Year 4	**CREATION** What do Christians learn from the Creation story?	**INCARNATION** What is the Trinity? *DIGGING DEEPER*	**GOSPEL** What kind of a world did Jesus want?	**SALVATION** Why do Christians call the day Jesus died 'Good Friday'? *CORE / DIGGING DEEPER*	**HINDU DHARMA** What does it mean to be a Hindu in Britain today? (Part 1)	**HINDU DHARMA** What does it mean to be a Hindu in Britain today? (Part 2)
Year 5	**GOD** What does it mean if God is loving and holy?	**INCARNATION** Was Jesus the Messiah? *CORE LEARNING*	**PEOPLE OF GOD** How can following God bring freedom and justice?	**SALVATION** What did Jesus do to save human beings?	**ISLAM** What does it mean to be a Muslim in Britain today? (Part 1)	**ISLAM** What does it mean to be a Muslim in Britain today? (Part 2)
Year 6	**CREATION** Creation and science: conflicting or complementary?	**GOSPEL** What would Jesus do?	**HUMANISM** What does it mean to be a Humanist in Britain today?	**JUDAISM** What does it mean to be Jewish in Britain today?	**UNIVERSAL** What can be done to reduce racism? Can religion help?	**KINGDOM OF GOD** What kind of king is Jesus?