

GREAT CHESTERFORD C OF E PRIMARY ACADEMY



Two are better off than one, because together they can work more effectively.

Ecclesiastes 4:9

## **RELIGIOUS EDUCATION POLICY**

### **March 2026**

## ***'Together we are great'***

At Great Chesterford C. of E. Primary Academy, we aim to provide the best possible education for each child within the context of a caring Christian community. Our school values underpin all aspects of school life, including behaviour and relationships within our school. Our school values are: God's Guidance, Respect One Another, Excellent Behaviour, Aiming High and Tremendous Teamwork.

Religious Education (R.E.) is taught as part of a broad and balanced curriculum, which will enable each and every child to develop confidently to the very best of their ability. Our curriculum promotes the spiritual, cultural, intellectual, moral, mental, physical, health and social well-being of each child. We strive to provide a high standard of education for all children, irrespective of gender, culture, ability or aptitude.

Through R.E., children learn about both Christianity and other world religions using a theological, philosophical and human and social science 'lens'.

### Theology

This is about believing. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

### Philosophy

This is about thinking. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.

### Human and Social Sciences

This is about living. It explores the diverse ways in which people practice their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

For the children, the terms 'Believing', 'Thinking' and 'Living' will be used explicitly with the introduction of the concepts of 'Theology', 'Philosophy' and 'Human and Social Sciences' introduced in Upper Key Stage 2. This multi-discipline approach is intended to enable the pupils to become increasingly religiously literate and to contribute to the development of their own worldview: their sense of identity, personal values and own beliefs.

Alongside subject knowledge, the teaching of R.E. promotes key life-skills such as tolerance, acceptance, respect, love and care.

### Curriculum

A curriculum map has been developed from the Essex Agreed Syllabus 2022 'A Religious Education for the Future Understanding of Religion and worldviews for a changing world', adopted from the Norfolk agreed Syllabus 2019, and is followed in all year groups. This ensures children have access to a broad and balanced R.E. curriculum, which both embraces our embedded Christian character and celebrates different world religions.

The syllabus is based on the expectation that the following times are dedicated to R.E. teaching: Key Stage 1: 36 hours per year, Key Stage 2: 45 hours per year. These time allocations may be blocked where appropriate.

R.E. will be taught explicitly although may also be covered in a cross-curricular manner, in conjunction with another subject area. Equally, Collective Worship and participation in church services will enable

the children to explore additional theological, philosophical and human and social science themes thus contributing to their wider R.E. understanding.

### **Curriculum Aims**

The aims of R.E. at Great Chesterford C of E Primary Academy are for pupils to:

- Acquire and develop knowledge, understanding and respect for the beliefs and practices of Christianity and the other principal religions represented in Great Britain in order to develop their own view of the world
- Reflect on beliefs, values and traditions in order to understand their influence on individuals, communities, and culture
- Make religiously literate, informed responses to religious and moral issues
- Express curiosity about and learn to grapple with fundamental questions of life
- Develop and deepen their own belief, values and sense of self-worth
- Make their own spiritual journey.

### **Planning and delivering lessons**

Class teachers are responsible for planning and delivering high-quality, thought provoking R.E. lessons in accordance with the whole school curriculum map. Lessons should provide an appropriate level of challenge for all pupils. Medium Term Plans are made available to the S.M.T., the R.E. Subject Leader and all Teachers have access to these via Microsoft Teams. Support staff are used effectively in lessons to support or enhance children's learning. They have access to teachers' R.E. plans where appropriate. If suitable, the use of religious artefacts, I.C.T. opportunities, class visits or guest speakers may be used in lessons to enhance the children's learning.

### **Evidence**

R.E. work is completed in books from Year 2 to Year 6 and in folders for children in Reception and Year 1. To ensure that the R.E. curriculum is delivered in a creative manner, books contain a mixture of evidence. This may include written work, artistic pieces, photographs, speech bubbles or quotes. Whole school displays are used to celebrate R.E. with examples that may come from themed weeks, Whole School Progression Collective Worship and Prayer Space sessions. Samples of this R.E. evidence is also kept in the Subject Leader file.

### **Assessment**

'Monitoring Made Easy' (M.M.E.) assessments are completed after each unit of work by class teachers. These are shared with the S.M.T. and collated by the Subject Leader who oversees the subject's progression throughout the school. Data is inputted into a subject monitoring sheet to ensure any issues are identified promptly and tracked over time. A rota for M.M.E. Collective Worship is followed so that R.E. work can be shared and celebrated with the rest of the school.

Children are also encouraged to regularly reflect upon and assess their own learning of R.E. in lessons, Collective Worship and, where appropriate, class council sessions.

### **SIAMS School Inspection**

All Church of England dioceses use the Church of England Education Office's framework for the **Statutory Inspection of Anglican and Methodist Schools (SIAMS)** under Section 48 of the Education Act 2005.

The principal objective of SIAMS inspection is to evaluate the distinctiveness and effectiveness of the school as a Church school, and how well the distinctive Christian character and ethos of the school ensure the development and achievement of the whole child or young person.

This is evaluated through 6 areas with Inspection Questions (IQs) that focus on:

- Vision and Leadership
- Vision and Curriculum
- Worship and Spirituality
- Vision and Culture
- Vision, Justice and Responsibility
- Religious Education

Inspections involve an external SIAMS inspector coming into school.

### **Role of the Clergy**

The children take part in church services throughout the academic year to coincide with both the Christian and academic calendar. These services involve the whole school community and are led by our local vicar. Members of the clergy and church community are also welcomed in school to support with Collective Worship and R.E. provision. They adopt a pastoral role for children and staff.

### **Community Links**

As well as members of the clergy, the local community are invited into school to assist and enrich children's religious education. Members of different faiths are welcomed into school to supplement the children's understanding of world religions and efforts are made to develop links between the school and local religious groups.

### **Role of Parents**

To assist with R.E., parents are welcomed into school to support themed weeks and, where appropriate, individual lessons. Parents who follow a different faith are invited to share their area of expertise with the children. Families are invited to watch themed weekly Class Collective Worship, which are planned and delivered by each class every term.

In some circumstances, parents may wish to withdraw their child from R.E. in school, however, we would encourage a conversation about the content of our curriculum before a decision about this is made.

### **Equality and Inclusion**

There are many opportunities to promote equality throughout R.E. teaching. Respect and equality form an integral part of every R.E. lesson. All children in school are entitled to access to high quality R.E. provision. Resources and teaching are adapted to ensure all children, including those with special educational needs (S.E.N.), have access to the R.E. curriculum.

### **Subject Leader**

The role of the Subject Leader is to support staff in the development of the subject and support the whole school promotion of R.E. This role includes: regular monitoring of planning and lessons, work scrutiny, analysis of R.E. assessments, ordering resources, attending C.P.D. opportunities, leading staff

meetings, supporting with different aspects of school trips, organising themed weeks or inviting visitors into school. The Subject Leader is responsible for keeping the R.E. folder, complete with relevant documents, up to date.

**Monitoring**

The implementation of this policy will be monitored by the Head teacher, Subject Leader and Governing Body.

**Evaluation, Review and Revision**

This policy was written in March 2026. It will be reviewed in three years' time or before, in light of any changes to forthcoming Diocese Curriculum advice and SIAMS guidance. It was drawn up in consultation with, and reflects the consensus of opinion of, the Head Teacher, members of the teaching staff and members of the Governing Body.

Signed:  Headteacher	Date:
Signed:  On behalf of the Governing Body	Date:
Next Review Date: January 2029	