



# Religious Education Policy

## St Michael's Easthampstead CE Primary School

At St Michael's we are a community of active learners who go above and beyond in everything we do, equipping ourselves to make a difference in our own lives and in the lives of others.

<b>Policy Name</b>	Religious Education
<b>Brief Description:</b>	This policy outlines the school's statutory responsibility and local approach to the teaching of RE.
<b>Status: Statutory/non-statutory</b>	Statutory Policy
<b>Other related policies and procedures:</b>	Equality Statement SEN policy
<b>Approval level: HT/Governors/FGB</b>	FGB
<b>Approved by the Governing Board on:</b>	Oct 2025
<b>Frequency to be reviewed</b>	Annually
<b>Latest Date for Next Review:</b>	Oct 2026
<b>Version + Schedule of Amendments:</b>	2. Removal of GL assessments and inclusion of SEND governor. 3. Update to vision paragraph
<b>Signed:</b>	
<b>Position:</b>	
<b>Date of Signature:</b>	

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Kindness, Honesty, Respect and Aspiration

## Introduction

St Michael's is a Church of England Aided school with close links to the Parish of Easthampstead and the Diocese of Oxford. Religious Education has a very important role at St Michael's. It plays an important part in expressing the theologically rooted Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and worldviews. RE has the same high status as any other subject and contributes to the overall development of our pupils from all backgrounds and traditions.

## Our vision

*A community of active learners who go above and beyond in everything they do, equipped to make a difference in their own lives and the lives of others.*

At St Michael's Easthampstead Primary School we ensure that our values of Love: Honesty, Respect, Kindness and Aspiration are reflected throughout our curriculum. Children are taught to consider and respect religious and non-religious worldviews and reflect honestly and openly on their own views and beliefs.

## The Legal Position

Every maintained school in England must provide a basic curriculum (RE, sex and relationship education and the National Curriculum). This includes provision for RE for all registered pupils at the school except for those withdrawn by their parents (see paragraph below). The school, in accordance with its Trust Deed, provides religious education for all pupils registered at the school. Following advice from the Oxford Diocesan Board of Education, the governors decided that religious education in our school should be based upon the Oxford Diocesan Scheme of Work, including aspects of the resource Understanding Christianity, whilst also reflecting the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019. The statutory section 48 (SIAMS) inspection will evaluate RE and the way that the curriculum enables all pupils to flourish as well as how it expresses the Christian vision of the school. It will look for evidence of effective teaching and learning, leading to progress. Religious education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

## Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious worldviews that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none. This is religious literacy.

Therefore, the aims of RE in our school are:

- 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.

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- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

## Curriculum and Time Allocation

The RE curriculum at St Michael's Easthampstead VA School, has been approved by the governors. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. **At least 50% of the time is devoted to Christianity.** Other religions and worldviews are covered according to the Diocesan Scheme of Work (2023). Foundation Stage study Christianity and other religions and worldviews as appropriate, Key Stage One focus on Christianity and Judaism and Key Stage Two focus on Christianity, Islam and Hinduism. Non-religious worldviews are also taught as appropriate.

The total time for RE is between 5% and 10%, and it is taught in dedicated lessons/blocks/cross-curricular settings as appropriate. **The time dedicated to RE is separate from the time given to Collective Worship.** In KS1 this will amount to approximately 36 hours per year; in KS2 this rises to 45 hours per year.

## Teaching, Learning and Assessment

RE is taught using an enquiry based approach that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths and worldviews are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

The curriculum is organised into 3 strands of Beliefs & Questions, Community & Identity and Reality & Truth, within which Big Questions are used to promote research, discussion and reflective thinking.

A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background. This will be in line with our SEN and Equal Opportunities policies as well as taking guidance from Flourishing for All and Mental Health and Wellbeing documents from the Church of England.

Assessment will be completed against the relevant objectives from the curriculum. Marking and feedback will be in line with the procedures and policy of the school. Students will engage in a variety of activities which will also enable teachers to assess what they have learnt and retained. Records kept will include information about pupils' experiences and judgements about their attainment and progress, as well as being used to inform planning.

## Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with school policy. The RE subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. The headteacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed.

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## Resources

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (eg Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

## The Right of Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect and provide suitable activities for their children. The school will keep pupils safe but will not provide any work or reading material for pupils who have been withdrawn.

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### SCHEME OF WORK FOR RE

#### Intent:

The purpose of this RE Scheme of Work is to give pupils from EYFS through to Year 6 a coherent picture of Christian worldviews and a range of other worldviews as appropriate to each Locally Agreed Syllabus. It will take pupils on a journey through a range of concepts driven by three core strands: Beliefs and questions, Community and identity and Reality and truth. These strands will create connections between substantive and the disciplinary knowledge, and the units will include opportunities for the development of personal knowledge. The aim is to develop curiosity in pupils and equip them for future learning about, as well as enabling them to make sense of, the complex world of religious and non-religious worldviews.

**Beliefs and questions** will focus on theology, looking at the core beliefs and diverse interpretations of text, symbols and teachings of the chosen religions and worldviews.

**Community and identity** will focus on Human and Social Science and using data and other sources to examine practices and human expressions of religious and non-religious beliefs.

**Reality and truth** will focus on philosophy and ethics, looking at how people decide what is true and reliable drawing on the worldviews covered in the other units. It is in these units that pupils will have the opportunity to explore the wider concept of what a worldview is and how people reach these ideas.

Schools should consider how these strands will help to express their school's distinctive Christian vision and adapt as required. This is likely to be a change of emphasis rather than a wholesale revision.



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### Implementation

The scheme of work has units of work written by teachers, working in collaboration with RE experts and funded by Bayne Benefaction. The units will focus on the core content and the disciplinary lens appropriate to that unit. Prior learning and future learning will be included to ensure that every lesson is clearly part of the overall aim.

Depth will be developed largely, but not exclusively, through the teaching of Christian worldviews. Within each year group the concepts explored in the worldviews units will link with the Christianity units as well as developing ideas from the previous year's teaching.

Many schools have invested in the Understanding Christianity resource, so each Christian worldview unit could be replaced by a unit from that resource. Suggestions have been made in the scheme, but schools will need to be mindful that Understanding Christianity has a strong theological focus, so some adaptation to include the social science and philosophy strands will be needed.

Reference is also made in the scheme overview to the proposed National Statement of Entitlement from the REC Curriculum Resource document:

<https://religiouseducationcouncil.org.uk/resource/worldviews-resource-draft/>

The choice of worldviews to be covered will vary according to the Locally Agreed Syllabus to be reflected, and question content can and should be altered accordingly.

### Impact

Pupils will know more and be able to give an age-appropriate, coherent account of Christianity and the other worldviews covered. They will be able to ask questions, use a range of sources and skills to explore the traditions taught and have developed curiosity about how and why people think and act. They will know that there is more to learn about religious and non-religious worldviews and have developed the skills to research further. Pupils will understand that there are different ways of interpreting texts, and that different people reach different conclusions about what is true, good, right, and wrong. Outcomes, progression, and improvement information will be contained within the scheme and can be adapted to suit individual school expectations.

**SCHEME OF WORK FOR RE – BERKSHIRE (2026-2031) SYLLABUS LINKED**

Please read these notes carefully in conjunction with the introduction and the intent document.

This is not intended to be three terms of Christian Worldviews followed by three terms of worldviews but the 'beliefs and questions' units should be taught before the other units of the same worldview in that year group. Throughout the scheme, units will weave in opportunities to explore what is meant by a worldview and grow the vocabulary that pupils need to engage in this approach to religious education.

'Beliefs and questions' units focus on theology; 'Community and identity' units focus on human and social science and history; 'Reality and truth' units focus on philosophy and ethics. These are not exclusive though and the disciplinary lenses can and should, be applied to any of the questions.

The choice of religions covered is ultimately up to the school, but this is written to follow the recommended religions in the versions of the Berkshire (2026-2031) Syllabus. The Current Y5/6 units only cover Islam and Hindu Dharma but can easily be adapted as required.

Remember to weave in non-religious and other worldviews (such as Baha'i or Buddhism) where appropriate. The reality and truth units will be a good place to do that, as well as the worldview studied in the other units.

Additional teaching on Christmas and Easter can happen in special days around the time of the festival, but the concepts of incarnation and salvation are woven into the Christianity units.

Mixed age classes will need to plan carefully.

The question titles are not the same as the syllabus questions. The referred syllabus question is highlighted in red.

The Core Questions from the syllabus for each year group are **NOT** included in this overview, as lesson suggestions are included in the syllabus. As with any scheme of work and syllabus, schools need to craft their own curriculum to suit their context and cohort.

VC (maintained) schools will need to ensure that their curriculum fully meets the requirements of the locally agreed syllabus. For VA schools and academies that do not require the school to follow the locally agreed syllabus, content can be adapted to context.

**These questions can be adapted and altered as required but we would like you to send in any changes and alterations that you propose so that these can be shared and used to improve the scheme.**

RE Unit Overviews						
Taken from ODBE 2023 Scheme of Work						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Who am I and where do I belong?	Are all families the same?	What is the church and who goes there?	What do people celebrate and why?	Does everyone believe in God?	Who are Christians and what do they believe?
Big Book AFL question:	What am I a part of?	What is the same about our families? What is different about our families?	What is a church? Who do you think goes there?	What do we celebrate? Why is it special?	Who do some people believe in?	Who are Christians? What do they believe about God?
Year 1	Why do most Christians call God 'Creator'?	What do different Jewish people believe about God?	What do most Christians celebrate together? (Christmas)	What questions do stories in the bible make us want to ask?	How and why is Shabbat important to some Jewish people in Britain?	How do people know how to behave?
Big Book AFL question:	What do Christians believe about how the world was made? Why is it special?	Who do Jewish people believe in? What do they believe about Him?	How do Christians celebrate Christmas? Why is Christmas a special time?	What do we wonder about after hearing Bible stories?	What special things do some Jewish people do on certain days?	How do people know what is right and wrong?
Year 2	Why do Christians meet together regularly and what do they do?	In what ways is the synagogue important to Jewish people?	How do Christians find out what God is like?	What does the Torah mean for Jewish people?	How do Christians decide what is right?	What are the best reasons for following a leader?
Big Book AFL question:	Why do you think Christians go to church? What do they do there?	Where do Jewish people go to worship? Why is it special?	How do Christians learn what God is like?	What holy book do Jewish people read? Why is it important to them?	How do Christians know what is right, and who helps them?	Why do people follow leaders? How do they know if they are right?
Year 3	How are different people inspired by the teachings of Jesus?	How does the worldwide Christian family celebrate, worship and mark key events?	What do Muslims believe about God, and where did Islam start?	What is the Qur'an and why do many Muslims try to learn it by heart?	Does art help with understanding stories?	Does it matter if a story is true or not?
Big Book AFL question:	How can people use Jesus' teachings in their lives?	What are special events for Christians? Why are they special? How do they celebrate them?	What do Muslims believe about God, and where did Islam begin?	What is the Qur'an, and why is it so important to Muslims?	How can art help us understand stories? Why do different artists show stories in different ways?	Does it matter if a story is true? How do people's beliefs affect how they understand a story?

Year 4	Who do Christians believe Jesus is?	How do Hindus understand God (Brahman)?	What role does worship play in the life of a Hindu?	How and why has Christian practice changed over time?	Does prayer make a difference and how do Christians know?	How and why do people argue that some places can be spiritual?
Big Book AFL question:	Who do Christians believe Jesus is? Why is Jesus important to their faith?	What do you think God is like in Hinduism? How do Hindus show their respect for God?	How can Hindus worship? Where can Hindus worship?	How has the way Christians practice their faith changed over time? Why do these changes happen?	Why do Christians believe prayer makes a difference, and how do they know it works?	What makes a place spiritual for different people? Why could some people disagree about it?
Year 5	How do rites of passage shape the lives of different Christians?	Does Wisdom look the same for everyone?	What do Christians believe about the death of Jesus?	Why is it important to Muslims that Muhammad is known as the seal of the prophets?	How far does the mosque contribute to the Muslim concept of Ummah?	What does it mean to live a good life?
Big Book AFL question:	How do rites of passage (like baptism or weddings) influence the lives of Christians?	What does wisdom mean to Christians, and how do they find wisdom?	Why is Jesus important to Christians?	Who was Muhammad, and why do Muslims think he is important?	What role does the mosque play in bringing Muslims together?	How do different religions help people live a good life?
Year 6	What is the significance of Karma and Moksha for a Hindu?	Do we need a deity to be committed to creating a better world?	What might a Hindu gain from a pilgrimage to India?	How far is belief in the resurrection important to Christians today?	How do people make valid judgements about how and why the world is as it is?	How does a worldview help people decide what is important?
Big Book AFL question:	What influences the way Hindus live their lives?	How do the teachings of Jesus help Christians make the world a better place?	Why might people travel to special places to pray?	Why is the resurrection of Jesus important to Christians, and how does it change the way they live?	How do scientists and Christians explain why the world is the way it is? Can both answers be helpful?	What is a worldview? How does it influence what people think is important?

3 themes:

Theology – Beliefs and questions (Believing)

Human and Social Science – Community and Identity (Living)

Philosophy – Reality and Truth (Thinking)

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