



'Let your Light Shine' Matthew 5:16

**Northleaze Church of England Primary School
Religious Education (RE) Policy 2025**

Written by	Headteacher
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Signed – Chair of Governors	<i>Dan Charvill</i>
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This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

Our Christian Values:

Responsibility, Creativity, Respect, Compassion, Resilience, Friendship

www.bathandwells.org.uk

Northleaze CofE Primary School

Religious Education Policy



At Northleaze, our vision is **“Let your light shine.”** This underpins everything we do. Our Christian vision and school values—responsibility, creativity, respect, compassion, resilience, and friendship—shape our relationships, our curriculum, and our daily life together. These values are woven throughout our Religious Education (RE) provision.

Religious Education in a Church of England school should enable every child to flourish and to *“live life in all its fullness”* (John 10:10). It should educate for dignity and respect, encouraging all to live well together in a diverse world (Church of England Education Office, *Statement of Entitlement*, 2019).

The Statutory Nature and Importance of RE

Religious Education (RE) is a statutory subject within the foundation curriculum. The following statement, taken from the *Awareness, Mystery and Value (AMV)* syllabus used by North Somerset, explains why RE is essential:

- **Understanding religions and beliefs is vital** for children and young people to gain the insights they need to make the most of life’s opportunities and to cope with its challenges.
- **RE provokes challenging questions** about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It develops pupils’ knowledge and understanding of Christianity, other principal religions, other religious traditions, and worldviews that offer answers to these questions.
- **It offers opportunities for personal reflection and spiritual development**, enhancing pupils’ awareness of religions and beliefs, their teachings, practices, and forms of expression, as well as the influence of religion on individuals, families, communities, and cultures.
- **RE encourages pupils to learn from different religions, beliefs, values, and traditions**, while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret, and evaluate issues of truth, belief, faith, and ethics, and to communicate their responses.
- **RE helps pupils develop a sense of identity and belonging**, enabling them to flourish individually within their communities and as citizens in a diverse society and global community. It plays an important role in preparing pupils for adult life, employment, and lifelong learning. RE promotes respect and sensitivity towards others, particularly those with different faiths and beliefs, and encourages discernment to combat prejudice.

(Source: AMV Syllabus – Importance, Rationale and Vision)

Guidelines for Religious Education

- **Statutory Requirement**
Religious Education (RE) is a statutory subject for all pupils and has equal standing with National

Curriculum subjects. The governing body has the legal collective responsibility to determine the RE syllabus in accordance with the school's Trust Deed.

- **Curriculum Resources**

To support the teaching of Christianity, we follow the theological concepts and guidance set out in the Church of England resource *Understanding Christianity* (2016). For the teaching of other world religions and non-religious worldviews, we use the programmes of study and curriculum guidance from the North Somerset Agreed Syllabus *Awareness, Mystery and Value* (2016).

- **Time Allocation**

RE is taught weekly in every class at Northleaze School. In line with our academy funding agreement, Christianity is the majority religion studied and should account for at least **50% of curriculum time**. Dedicated curriculum time for RE should aim to be close to **10% of overall teaching time**, and must not fall below **5%** in Key Stages 1 and 2.

- **Respect for Backgrounds**

Care should be taken to respect the religious or non-religious background and cultural traditions of all children and staff.

- **Governance and Oversight**

A link governor will be nominated to liaise with the RE curriculum leader, ensuring that RE is delivered appropriately and that all legal requirements are met.

- **Parental Right of Withdrawal**

Parents have the legal right to withdraw their child from RE. In such cases, the school will ensure appropriate supervision for the child, in line with health and safety requirements. Parents are informed about the RE curriculum each term through class curriculum maps and the school website. Opportunities are always available for parents to discuss the RE curriculum with the class teacher or subject leader. Any parent considering withdrawal is asked to contact the Headteacher to discuss concerns about the policy, provision, and practice of RE at Northleaze.

Implementation

- **Teaching Approach**

Religious Education is taught as a rigorous academic subject that promotes religious literacy and critical thinking. Lessons may be delivered in whole-class settings but should allow flexibility for **discussion, questioning, and reflection** in small groups and individually. RE should be non-confessional and enable pupils to explore their own beliefs and worldviews respectfully.

- **Pedagogical Variety**

A range of teaching strategies should be used to engage pupils and deepen understanding, including:

- Teacher presentations, storytelling, drama, and role play
- Question-and-answer sessions, discussions, and debates
- Individual and group research
- Use of visual resources such as photographs, pictures, and maps
- Digital tools: IT, film, podcasts, radio, and websites to research and communicate ideas

- **Experiential Learning**

Visits to local churches and other places of worship are strongly encouraged, alongside opportunities to meet people from different faith communities.

- **Recording Learning**

- In Reception, the class RE journey is documented in a shared class RE book.
- In Years 1–6, pupils have individual RE books for recording their learning.

- Opportunities for prayer and reflection are supported through class prayer books, the school prayer tree or in our Shine Journals, where children can write and contribute prayers.
- **Curriculum Balance and Time**
Christianity should remain the majority religion studied (at least 50% of curriculum time), with sufficient dedicated time for RE—aiming for 10% of curriculum time, and never less than 5% in Key Stages 1 and 2, in line with the Church of England Statement of Entitlement

Provision for SEND Pupils

RE should be inclusive and accessible for all learners, regardless of ability. Teachers will:

- Work with the SENDCO and RE leader to adapt planning and resources to meet individual needs.
- Use strategies such as visual supports, simplified texts, multi-sensory approaches, and scaffolded discussion.
- Apply best practice for SEND inclusion, ensuring pupils can engage meaningfully with concepts and express their ideas in varied ways (oral, written, creative).
- Where pupils cannot access the formal curriculum, approaches such as the Engagement Model may be used to celebrate progress through personalised learning goals.

Leadership of RE

The RE subject leader provides strategic direction for Religious Education across the school. Their responsibilities include:

- Attending LSP RE Network meetings and diocesan training to stay informed about curriculum developments and statutory guidance.
- Sharing updates and best practice with staff through meetings and professional development.
- Supporting colleagues in planning and delivering high-quality RE lessons.
- Ensuring the RE curriculum reflects the Church of England Statement of Entitlement and meets legal requirements.

The school also has an Ethos Committee, which meets three times a year to review progress in RE and report to governors.

Monitoring and Evaluation

The implementation and impact of RE are monitored through a range of strategies:

- **Classroom visits** to observe teaching and learning.
- **Pupil voice** activities to gather feedback on engagement and understanding.
- **Work sampling** to review progression and quality of learning.
- **Assessment records** to track attainment and inform planning.

Foundation Governors also undertake monitoring of RE as part of their statutory role, ensuring that provision aligns with the school's Christian vision and legal requirements.