



Rackenfurd C of E VA Primary School

R E Policy

Status	Non-statutory
Nominated prime author:	Emily Budden
Policy to be implemented by:	Staff
Version date:	1 September 2025
Review period	Three Years
Date approved:	10th September 2025
Signature of Chair of Governors:	

In our school our Christian vision ‘Let your light shine’ shapes all we do.

‘Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live life well together.’ [RE Statement of Entitlement](#) from the Church of England Education Office (Feb 2019)

Policy Statement

Religious Education (RE) has a very high profile within the Rackenford Primary School curriculum and makes a significant contribution to preparing pupils for life in modern Britain. Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion and beliefs on the world. Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of other religious and non-religious worldviews. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs and questions of meaning.

Legal Requirements

As a Voluntary Aided School, at Rackenford Primary School our governing body determines our RE curriculum, which is in accordance with the school’s trust deed and in line with guidance from the Diocese of Exeter to follow the Devon and Torbay agreed syllabus.

Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS).

Aims of RE

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know about and understand diverse religious and non-religious worldviews, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within them
- To engage with challenging questions of meaning and purpose
- To contribute to the development of pupils’ own spiritual/philosophical convictions, exploring and enriching their own beliefs and values

Teaching and Learning

In line with the Church of England RE Statement of Entitlement [2019] at Rackenford Primary School we aim to provide:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice
- A curriculum that draws on the richness and diversity of religious experience worldwide
- The opportunity for pupils to deepen their understanding of the religious and non-religious worldviews as lived by believers
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place
- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection
- RE that makes a positive contribution to SMSC development and also to pupils' understanding of British values
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts

Implementation

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

- Experiencing variety of teaching and learning approaches
- Engaging with teacher presentations, role play, drama and story telling
- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts
- Interpreting information from different sources
- 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 to connect with diverse faith and belief communities
- Taking time for listening, reflection and dialogue

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 in order to encourage a positive attitude towards diversity. Questions, views and opinions are treated with sensitivity and respect. 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.

Christianity should be the majority religion studied and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, should be given to RE. This should aim to be close to 10% but no less than 5% in key stages 1 and 2.

Resources

We encourage the use of a wide range of resources to enrich children's learning. These include children's and teacher's books, Digital resources and websites, music, artefacts, visits and visitors, etc. We also use other published resources such as Understanding Christianity and RE Today resources to support learning. We ensure that RE is a lively, stimulating subject which engages all children. We have also developed specific resources to support children with special educational needs and those with specific talent in RE.

Assessment

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work
- Be directly related to the expectations of the 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
- Enable effective reporting to parents

Monitoring, Evaluation, Assessment, Recording, Reporting

- Governors have responsibility for monitoring how the RE in the school reflects its Christian vision
- The head of school has overall responsibility for monitoring and evaluation
- The RE subject leader will assist the head of school by monitoring long term and medium-term plans
- The RE subject leader will assist the head of school by monitoring RE through focused work scrutiny
- The subject leader will keep a file of examples of work to demonstrate continuity and progression
- The subject leader will manage resources

- The subject leader will endeavour to keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate
- The subject leader will facilitate the sharing of good practice
- The subject leader will be responsible for drawing up an action plan for religious education
- Generally, this will be an annual plan and should be informed by this policy
- The subject leader will liaise with the Diocesan adviser with responsibility for Religious Education

Staff training and development

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or through diocesan or other support. The RE subject leader attends local network meetings when possible.

Manging the right to withdraw from RE

At Rackenford Primary school, RE is taught as an engaging, inclusive and enquiry-led subject, open to all and at the centre of the curriculum, and we would hope that all parents would understand the value of this for all children. However, parents do have a right by law to withdraw their children from Religious Education lessons. In this event, we will undertake responsibility for their supervision with regard to health and safety. The school follows the guidance offered by the Diocese of Exeter and we always encourage parents to discuss any concerns they may have about the RE curriculum with the head of school before making a final decision. Requests for full or partial withdrawal need to be made to the headteacher in writing.