Dry Drayton C.E (C) Primary School



Religious Education Policy

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Title	Religious Education Policy
Date	5th October 2026
Approved by headteacher	5th October 2026
Approved by governing body	
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I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philippians 9:1

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Religious Education Policy

1. Our vision

'I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding.'

Philippians 1:9

Our **vision** is to educate and inspire each child in our care, enabling them to gain the knowledge, skills and confidence to make a positive difference in the world. Our small school, open to all, provides a safe, nurturing community built on the foundations of Christian values.

2. Our Values

As a church school, Christian Values are at the heart of the ethos of our school and our chosen values underpin all that we do as a school.

As a small school we are **respectful** and **inclusive.**

We have big hearts so we are **kind** and **attentive.**

We have big ambitions which means we are **engaged** and **challenged.**

3. Introduction

3.1 RE at Dry Drayton C of E Primary School explores how individuals and communities make meaning and sense of their lives through the major religions and world views of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life so that they may widen and deepen their knowledge and understanding of their own lives. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. It is to encourage a sense of fascination in learning about themselves, others, and the world around them, including the intangible and to enable the exploration of spiritual and ethical issues. Values education permeates the RE curriculum at Dry Drayton C of E Primary School.

3.2 RE is unique in the curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. The broad aims of RE are set out within the Locally Agreed Syllabus (2023-2028) for Cambridgeshire, Peterborough and Rutland and the Church of England Education Office Statement of Entitlement (2019).

4. The Aims of Religious Education (Intent)

4.1 The aims of the syllabus are for pupils:

- to develop religious literacy using appropriate technical language, eg for places of worship;
- to acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented locally, nationally and globally;

- to develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies, and cultures both historically and as living faiths;
- to develop attitudes of respect towards other people who hold views and beliefs different from their own;
- to develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally, nationally and globally.

4.2 Religions and worldviews deal with some of the most profound and difficult questions in human life about topics such as the purpose of life and how we should treat each other.

Religions and worldviews approach these issues in complex ways, in ways of life, culture and action, as well as ritual, tradition, story, symbol and belief. Our RE curriculum takes account of this depth and complexity, helping pupils to an understanding appropriate to their age and aptitude.

4.3 In order to achieve these aims, our RE teaching needs to develop pupils' skills:

- to read fluently;
- to enable them to ask questions;
- to discover information, to approach new material with empathy;
- to reflect on their learning. Pupils should not only acquire knowledge but also be able to use their knowledge to understand their world, build community, and develop their personal position.

4.4 Throughout our carefully planned RE curriculum, pupils are encouraged to **explore** religions and worldviews, **engage** with their knowledge, and **reflect** on their learning and their lives. We hope that pupils develop a sense of awe, wonder and mystery, and their spiritual, moral, social and cultural development is enhanced by:

- developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them
- responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience
- reflecting on their own beliefs, values and experiences in the light of their study.
- Understanding the impact of religions on cultural heritage, eg the impact of the Christian faith on the structure of the year in the UK

4.5 Pupils are entitled to teaching that:

- Stresses the link between content in religious education and the challenges of their everyday life;
- Is inclusive, so that all can derive some understanding, irrespective of their own faith background;
- Includes imaginative activities, such as story, drama and art;
- Makes regular use of visits and visitors from local churches and other faith communities.

5. Legal Framework

As a voluntary controlled CE school, the Cambridgeshire Agreed Syllabus for RE is our statutory document for the teaching of RE.
RE must be provided for all registered pupils in full time education except those withdrawn at their parents' request. Parents have a legal right to withdraw their children from religious education lessons, but as RE is central to the life and identity of Dry Drayton C of E Primary School, we would ask parents to discuss with the head teacher any reasons they might have for doing this.

6. Teaching and Learning (Implementing the Curriculum)

6.1 We teach RE through an enquiry based approach using the Locally agreed syllabus for Cambridgeshire, Peterborough and Rutland (2023-2028). This approach enables pupils to focus on an enquiry question which explores aspects of the theological, philosophical and human/social sciences.
In line with the 2021 Ofsted Research Review: RE, we teach three types of knowledge:

- substantive knowledge - knowledge about religious and non-religious traditions, core concepts, truth claims, teachings and practices, behaviour and responses of adherents; wider concepts such as spirituality and secularity; relationships, similarities and differences and how worldviews work in human life
- ways of knowing - pupils learn 'how to know' about religion and non-religion, incorporating methods from academic disciplines
- personal knowledge - pupils build an awareness of their own presuppositions and values associated with:
  - the religious and non-religious traditions studied
  - the lived experience of adherents

6.2 In EYFS, teaching is through an experiential and enquiry approach which responds to children's natural curiosity. EYFS pupils focus on themselves, those around them and their communities. They are introduced to different festivals and special places through stories, exploration of the world around them and a multi-sensory approach. RE is closely linked to the prime areas of learning.
In Key Stage 1 (KS1), an experiential and enquiry approach is prioritised. KS1 focus on family, neighbourhood and special times and concentrate on the similarities and connections between different religions and world views.
In KS2, an experiential and enquiry approach is also prioritised. Pupils learning extends from the local to the national and international examples of religion. Pupils explore diversity, similarities, and differences within and between religions, humanism, and other world views. They are encouraged to use philosophical and theological principles considering the historical context.

6.3 A whole school long term two year rolling plan has been developed to give a balanced curriculum where the children can develop and build upon knowledge and skills learned in each year, allowing for pupil's own personal knowledge to be explored. We use Understanding Christianity and The Emmanuel project resources to support the teaching and learning in the RE curriculum.

The scheme of work will maintain a balance between the two Progression Targets:

- PT1 Knowledge and understanding of religion and worldviews
- PT2 Responding to religion and worldviews

It will ensure that there is continuity and progression for pupils and opportunities for assessment in both attainment targets.

6.4 A range of teaching and enquiry-based learning activities will provide fully for the needs of all pupils and ensure that they learn effectively and with interest developing a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Reasonable adjustments will be made to ensure teaching and learning is accessible for all pupils.

RE lessons will provide a safe space to explore their own religious, spiritual and / or philosophical ways of seeing, living and thinking, believing and belonging. There will be freedom for them to express themselves in a respectful environment. Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and worldviews 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.

All questions, views, and opinions will be treated with sensitivity and respect encouraging learning to disagree well and live well together. Teachers will establish clear links between elements of religious belief and practice and aspects of the pupil's own lives. Teaching will enable 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. A range of visitors will be invited to support the teaching of RE, and where possible, there will be planned visits to places of worship. Trips and visits to other faiths are part of the enrichment of the curriculum and form a natural part of a child's RE experience.

A variety of Christian and other world faith festivals are studied at appropriate times during the year and we use pupils' experiences of these festivals to develop their religious thinking.

As a school, we promote British values and this includes engendering attitudes of respect for members of different faith communities found in both our locality and the UK as a whole.

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6.5 Christianity covers at least 50% of RE teaching, with the other world faiths and world views being taught for the remaining time.

	What we teach	Entitlement
EYFS	Early years follow the EYFS framework. They begin introducing Christianity and a range of other religions and world views.	EYFS pupils are taught Religious Education through a minimum of 30 minutes of teacher-led activities per week and then further explore this learning with additional continuous provision opportunities throughout the week in line with the EYFS framework and ELG.
KS1	8 Christianity Units, 4 Judaism Units, one Hinduism unit and one Islam Unit.	In KS1 and KS2, pupils study RE for at least one hour each week. Enrichment dedicated RE curriculum time is included across the academic year for all pupils in Years R-6. This curriculum time may incorporate activities such as a 'Prayer Space Day', Diwali or other world religion festival day and visits to the local church of St Peter and St Paul in Dry Drayton and takes place as whole days when the timetable is collapsed.
Lower KS2	8 Christianity Units, 1 Hinduism Unit, 1 Humanism Unit, 1 Islam Units, 2 Sikhism Units and 1 Judaism Unit	
Upper KS2	6 Christianity Units, 2 Buddhism Units, 1 Islam Unit, 1 Judaism unit, 1 Hinduism Units, and 1 Humanism Unit.	

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7. Our 6 Rs

We teach pupils that remembering our 6 Rs will help them to become good learners. Each R has been linked to a Bible story to help explain the meaning of the word and to see an example in action.



8. **Collective Worship**

Children will be involved with daily Collective Worship as it plays an important contribution to RE in our school, but it does not count towards the hours of entitlement in RE. A member of clergy from the local parish church, or local team of churches, leads Collective Worship once a week. The remaining collective worships will comprise time for celebrating achievements, Bible Stories, singing, reminders of our values and 6R's for good learning and their associated Bible stories.

9. **Evaluation and Assessment**

Progress in RE will form part of pupils' annual report to parents.

In religious education, just as in other subjects of the curriculum, it is important to let pupils know how they are doing and what they must do next to make progress. As well as acquiring knowledge and skills, it is a key part of religious education that pupils' positive attitudes to study should be encouraged and praised. Assessments will be made on the understanding of the knowledge, skills and attitudes **not** on pupils' own religious beliefs or their spiritual

development. In this, as in other subjects, assessments should seek to raise standards of achievement in the subject through:

- Providing teachers with information on individual strengths and weaknesses in the subject;
- Informing the planning of future work;
- Involving pupils, as they get older, in the assessment of their own work.

Not every piece of work needs to be assessed, however three pieces over the year will be assessed to gather evidence of the progress made by each pupil.

The RE subject leader and the governors are responsible for monitoring RE across the school. Monitoring and reviews take place on an annual cycle and include lesson observation, book scrutiny, learning walks, pupil voice, data review and other monitoring activities.

10. Subject Leadership

- The RE subject leader will support and monitor the subject and will receive an adequate budget to do this.
- ensure that his/her subject knowledge and expertise are kept up to date by means of regular training.
- ensure that staff receive adequate training in the teaching and assessment of RE.
- regularly monitor the quality of RE teaching across the school.
- liaise with the governor who holds responsibility for RE and they will report regularly to the governing body on progress and attainment in RE.
- ensure that the principles set out in the National Society's Statement of Entitlement for RE are implemented with the support of the headteacher

11. Links with other policies

Collective Worship Policy
SMSC (Social, Moral, Spiritual and Cultural) Policy
Personal, Social and Health Education Policy
Positive Behaviour Policy
Equality information and objectives

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