

LIVING LIFE IN ALL ITS FULLNESS

RE Policy

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school. We believe in educating the whole child. We cherish everyone and encourage everyone to treat each other as unique individuals. We want the children of St Margaret's at Hasbury to be caring and respectful towards one another; learn to be confident and courageous in the face of challenges; be the best they can be.

'Live life in all its fullness' (John 10:10)



Introduction

This policy has been written in the light of the [Church of England's Vision for Education](#) (Autumn 2016), [Flourishing for All](#) (September 2024) and through reflection on the 2023 [SIAMS Evaluation Framework](#) for schools.

Name of School: St Margarets at Hasbury CE Primary School

Legal Position of Religious Education in School

Religious Education (RE) is unique in the curriculum as it is neither a core nor foundation subject. The 1988 Education Act states 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils.

St Margarets at Hasbury CE Primary School is a Church of England Voluntary Controlled School, therefore the provision of Religious Education must be in accordance with the school's Trust Deed. The Governors, in consultation with the Headteacher, have decided to adopt the Worcestershire Agreed Syllabus for Religious Education 2025 – 2030/ Dudley Agreed Syllabus for Religious Education 2023 – 2028.

The Church of England's Statement of Entitlement

The Church of England's [Statement of Entitlement](#) (September 2026) outlines the aims and expectations for RE in Church of England schools and guides this school's approach to RE.

It begins by stating: '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 to educate for dignity and respect encouraging all to live well together'. Quoting from the Church of England's *Vision for Education: Deeply Christian, Serving the Common Good*, it continues: 'Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person'.

Religious Education and the school's Christian Vision

The School's Vision:

Through our Christian Faith, we acknowledge our responsibility to all, to enrich lives and show love and respect within our school. We believe in educating the whole child. We cherish everyone and encourage everyone to treat each other as unique individuals. We want the children of St Margaret's at Hasbury VC to be caring and respectful towards one another; learn to be confident and courageous in the face of challenges; be the best they can be.

'Live life in all its fullness' (John 10:10)

Building on these themes, Religious Education at St Margaret's at Hasbury is central to the outworking of our vision. Rooted in our Christian foundation and inspired by '*Life in all its fullness*' (John 10:10), RE enables pupils to grow spiritually, morally, socially and culturally, so that they are equipped to flourish both now and in the future.

Religious Education Intent

The intent of Religious Education at St Margarets at Hasbury CE Primary School is to:

- **Nurturing the whole child** – providing space for reflection, questioning and wonder, enabling pupils to explore life's big questions about meaning, purpose and truth. Through this, children develop a strong sense of identity and self-worth as individuals uniquely created and valued.
- **Deepening understanding of Christian faith and living** – helping pupils to understand the teachings of Jesus and how these shape values such as love, respect, forgiveness and courage. Pupils are encouraged to see how faith impacts daily life and guides choices and relationships.
- **Fostering respect and dignity for all** – through the study of a range of religions and worldviews, pupils learn to appreciate diversity, challenge stereotypes and treat others with compassion and respect. This reflects our commitment to cherishing everyone as unique individuals.
- **Developing courageous and confident learners** – RE creates a safe environment where pupils can ask challenging questions, express their views and respectfully disagree. This builds confidence, critical thinking and the courage to stand up for what is right.

- **Promoting responsibility and stewardship** – pupils are encouraged to reflect on their role in the world as stewards of God’s creation, developing a sense of justice, responsibility and commitment to making a positive difference in their community and beyond.
- **Encouraging action and lived values** – RE moves beyond knowledge to inspire action. Pupils are supported to live out the school’s values through acts of service, kindness and advocacy, demonstrating love and respect in tangible ways.

Through RE, pupils at St Margaret’s are equipped not only with knowledge and understanding, but with the character, values and spiritual awareness needed to truly *live life in all its fullness*.

School Approach to Religious Education

In-line with all church schools, this school has duty to provide accurate knowledge and understanding of religions and world views.

A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils’ experience in RE. Therefore, this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the *Statement of Entitlement*, teaching and learning in RE in this school will provide:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity,

continuity and change that exists within those worldviews being studied.

- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

RE that makes a positive contribution to Spiritual, Moral, Social and Cultural (SMSC) development.

Organisation & Time Allocation

The Statement of Entitlement for Religious Education specifies that Christianity is to be the main religious worldview studied in and through RE in each year group/phase equating to at least 50% of curriculum time. It also states that, in a Church school there should be sufficient dedicated curriculum time, meeting explicitly RE objectives, committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages (KS) 1-4.

In accordance with the Statement of Entitlement and the structure of Dudley Agreed Syllabus we have agreed that, as a minimum:

- in the Foundation Stage pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year
- at Key Stage 1 pupils study Christianity and Judaism or Islam - RE will be taught for at least for 36 hours over the year

- at Key Stage 2 pupils study Christianity, Judaism, Hinduism, Islam and also consider non-religious worldviews - RE will be taught for at least for 45 hours over the year.
- at Key Stage 3 pupils study Christianity, Islam, Sikhism, Buddhism and also consider non-religious worldviews - RE will be taught for at least for 45 hours over the year.
- at Key Stage 4 pupils study two religious views and also consider non-religious worldviews - RE will be taught for at least for 5% of the curriculum.

Assessment / Recording & Reporting

Dudley Agreed Syllabus for Religious Education 2023 - 2028 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of Key Stage learning outcomes as outlined in the syllabus.

As a school, we track progress in Religious Education through varied Assessment for Learning (AfL) approaches such as:

- **Skilful questioning and dialogue** – including open-ended questions, ‘big questions’ and philosophical enquiry, enabling teachers to assess depth of understanding, misconceptions and pupils’ ability to reflect and reason.
- **Pupil discussion and oracy strategies** – such as *think–pair–share*, partner talk and whole-class dialogue, allowing teachers to assess pupils’ ability to articulate beliefs, make connections and respond respectfully to different viewpoints.
- **Retrieval practice** – low-stakes quizzes, recall activities and revisiting prior learning to assess how well key knowledge and concepts are being remembered over time.
- **Written outcomes** – including reflections, extended writing, creative responses and knowledge-based tasks, providing evidence of pupils’ understanding of religion and worldviews, and their ability to apply this knowledge.
- **Use of floor books / class books** (where appropriate) – capturing shared learning, key questions and group reflections, particularly in EYFS and KS1.

- **Self and peer assessment** – encouraging pupils to reflect on their own learning, express their viewpoints and evaluate their understanding against success criteria.
- **Ongoing teacher assessment** – informed by observations, questioning and pupils' responses, enabling teachers to adapt teaching in the moment and address misconceptions swiftly.
- **End-of-unit reflections** – allowing pupils to revisit key questions and demonstrate how their thinking has developed over time.

These approaches ensure that assessment in RE is formative, inclusive and meaningful, focusing not only on knowledge acquisition but also on pupils' ability to think deeply, reflect, make connections and engage respectfully with different beliefs and worldviews, in line with our vision of educating the whole child.

School reports are sent home in the Summer Term of each year and the RE report is written with reference to assessment records as well as pupils' individual work.

Responsibilities for RE in School

The Headteacher has ultimate responsibility for ensuring that the legal framework for RE is carried out and that the teaching of RE fits within the school's distinctively Christian vision. At St Margarets at Hasbury CE Primary School some of the responsibilities for RE may be delegated to other members of staff.

The **Subject Leader** is responsible for:

- ensuring personal subject knowledge and expertise are kept up to date by participating in Continuing Professional Development (CPD) for RE and share good practice
- attending RE clusters / hub meetings
- providing and sourcing in-service training for staff as necessary
- all teaching staff and those responsible for governance understand the distinctive role and purpose of RE within a Church school
- ensure that Christianity is the main religion taught in and through RE in each year group/phase equating to at least 50% of curriculum time

- ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- ensure that the teaching of RE enquires in to religious and non-religious worldviews through theology, philosophy and the human and social sciences
- supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact
- engage with their diocese when developing the school's RE curriculum and adapting schemes and frameworks, such as a locally agreed syllabus, to the school's context
- acquiring and organising appropriate resources, managing a budget when necessary
- monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and being able to discuss impact and standards, all in conjunction with the Headteacher / Senior Leadership Team
- contributing to the SIAMS self-evaluation process, including, but not limited to Inspection Question 6

The **Headteacher and Governors** must ensure:

- RE's high priority within the curriculum and status as an academic subject are clearly articulated.
- that the legal framework for RE is upheld within the school
- that the Statement of Entitlement for RE is adhered to within school
- that all pupils make progress in achieving the learning outcomes of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- all teaching staff and those responsible for governance understand the distinctive role and purpose of RE within a Church school
- those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD

- teachers newly-appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- that clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress
- engage with the diocese when developing the school's RE curriculum and adapting schemes and frameworks, such as a locally agreed syllabus, to the school's context
- *every opportunity is given for students to exceed exam board requirements, recognising that an exam board specification is not a curriculum.*
- appropriate support is in place to ensure the effective provision of RE
- monitor RE effectively in accordance with the Statement of Entitlement.

The Right of Withdrawal from Religious Education

In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. Students aged 18 or over have the right to withdraw themselves from RE. Parents also have the right to withdraw their child from part of RE and can do so without giving any explanation. Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE. If a teacher wishes to withdraw from the teaching of RE, a letter requesting this must be submitted to the head of the school and its chair of governors. If a teacher withdraws from the teaching of RE, the school must still make provisions for the pupils to receive their entitlement to RE.

At St Margarets at Hasbury CE Primary School we believe that Religious Education helps all children, irrespective of their own religious beliefs, understand the world around them and the communities in our world. We wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from RE on the grounds of conscience. However, the

right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

Any request from a parent for the withdrawal from RE must be made to the Headteacher. All requests will be granted, and parents are under no obligation to provide a reason for their decision. Once a request has been received and granted by the headteacher, parents may be offered an opportunity to discuss the nature of RE within school, to support the school's understanding of the parents' decision. We would welcome the opportunity to talk with you about Religious Education in the school; however, parents are under no obligation to take up this offer and it is not conditional on a request for withdrawal being granted. Should parents take up the offer of a discussion, the school may seek to establish the religious issues about which the parent objects to their child being taught.

If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the governing body every two years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- Change in Agreed Syllabus
- Change in Church of England Statement of Entitlement
- Change in legal position framework for RE

Approval / review by Governing Body: September 2026

