Aspiring to inspire others towards excellence, developing as individuals together in a distinctively Christian environment.

1 Corinthians, 12:14 "For the body is not one member, but many".

LITTLE WALTHAM C.E.V.A. Primary School

Policy on Religious Education

1. Christian vision and purpose

"Aspiring to inspire others towards excellence, developing as individuals together in a distinctively Christian environment."

"For the body is not one member, but many." 1 Corinthians 12:14

Our mission is to be loving, welcoming and succeeding, with faith, family and friendship at the centre of all we do. Our core Christian values are forgiveness, creation, koinonia, reverence, service, wisdom, trust and endurance. RE is central to our theologically rooted Christian vision and to the flourishing of every child. It is a rigorous academic subject, distinct from collective worship, taught in a non-confessional, objective, critical and pluralistic manner. Pupils are never required to adopt a particular faith or belief.

2. Aims of RE

Our RE curriculum enables pupils to:

- develop secure, informed knowledge of Christianity as a diverse, global, living faith, including biblical texts, beliefs and practices;
- understand a range of religious and non-religious worldviews, including diversity within each tradition;
- engage critically and respectfully with questions of meaning, purpose, truth, ethics and human experience;
- develop religious literacy through theology, philosophy and human and social sciences;
- explore their own personal worldviews and reflect on identity, belonging, values and spiritual questions;
- recognise the contribution of religion and belief to communities, culture and society and challenge prejudice.

3. Legal status and entitlement

As a Church of England voluntary aided school, RE is provided in accordance with the school's trust deed and applicable statutory requirements, under the responsibility of the governing body. The school takes account of the Church of England Religious Education Statement of Entitlement (September 2026), including its expectations for Church schools and SIAMS evaluation.

RE is provided for all pupils from Reception to Year 6. Parents have the statutory right to withdraw their child from all or part of RE; requests should be made to the headteacher, who will discuss the educational implications and practical arrangements sensitively. The school does not seek to persuade families to change their decision. Staff rights and any relevant employment arrangements are handled in accordance with applicable legislation and school procedures.

Christianity is the principal religious worldview studied in each year group, accounting for at least 50% of RE curriculum time. Dedicated RE time aims to be close to 10% of curriculum time and must not be below

5% at KS1 and KS2. The school's existing planning expectation is at least 36 hours annually at KS1 and 45 hours at KS2, delivered through weekly RE lessons and planned faith days; leaders will audit actual taught hours to verify that current entitlement expectations are met. Collective worship is additional to, not a substitute for, RE.

4. Curriculum intent and organisation

Our 2026–2027 curriculum map is informed by the Norfolk syllabus and supported by Understanding Christianity and RE Today. Enquiry questions structure units and progressively revisit knowledge and disciplinary thinking. The curriculum develops theology (beliefs, texts and sources of authority), philosophy (reasoning about big questions) and human and social sciences (how religion and worldviews are lived).

Christianity is explored throughout school, particularly through the Understanding Christianity strands of Creation, Incarnation and Salvation. Core units are revisited using "Digging Deeper" materials in the second year of each key-stage phase, as indicated in the curriculum map. Pupils also study Judaism, Islam, Hinduism and non-religious worldviews, including Humanism. Teaching represents diversity within as well as between worldviews and avoids presenting any community as uniform.

5. Curriculum progression by phase

The detailed RE Curriculum Map 2026/2027 is the operational progression document and should be read alongside this policy.

6. Teaching and learning

Teachers use purposeful enquiry, accurate subject vocabulary, stories and sacred texts, artefacts, discussion, philosophical questioning, reflection, creative responses, research, visits and visitors. Pupils learn to interpret evidence, explain similarities and differences without oversimplification, justify views and engage in respectful dialogue. Teachers make clear the distinction between describing a believer's perspective and endorsing it.

The school uses community links and visits to places of worship, where appropriate, to encounter lived religion. Planned faith days include autumn Festivals of Light, spring Holi and summer Eid ul Fitr, alongside Christmas, Easter and Pentecost activity days. These experiences enrich but do not replace sequenced RE lessons.

7. Spiritual development and collective worship

RE contributes to pupils' spiritual, moral, social and cultural development by offering space for awe, wonder, searching questions, empathy and personal reflection. Teachers may use Windows (encountering and wondering), Mirrors (personal reflection) and Doors (considering response or action) to deepen reflection where appropriate. Personal beliefs and spiritual responses are not graded.

Collective worship expresses the Christian foundation of the school and may reinforce themes explored in RE, but it is separately planned, delivered and evaluated. RE curriculum hours and assessment do not include collective worship.

8. Inclusion, equality and respectful dialogue

All pupils, including those with SEND, pupils with English as an additional language, disadvantaged pupils and pupils from every religious or non-religious background, are entitled to ambitious and accessible RE. Staff adapt language, texts, resources, scaffolding and methods of response without narrowing the substantive knowledge taught. Classroom discussion is safe and respectful; pupils may express beliefs or uncertainty without pressure to disclose personal or family convictions. Stereotypes, racism and religious prejudice are challenged.

9. Assessment and feedback

Assessment is formative throughout each unit and summative at the end of units. Teachers use questioning, dialogue, written work, artwork, presentations and other appropriate outcomes to identify what pupils know, understand and can do in the three disciplines. Feedback supports accurate knowledge, deeper explanation and reasoned responses. End-of-unit judgements identify pupils working below, at or above the intended learning and inform future teaching; information is shared with the RE subject leader. Assessment evaluates RE learning, not personal faith or spirituality.

10. Leadership, governance and quality assurance

The governing body is responsible for ensuring that RE reflects the school's Anglican foundation and meets its statutory duties and the Church of England Statement of Entitlement. The headteacher ensures appropriate curriculum time, staffing, resources and professional development. The named RE leader maintains the curriculum map, supports teachers' subject knowledge, reviews planning and assessment, samples pupils' work, gathers pupil voice and reports strengths and development priorities to leaders and governors.

Governors monitor RE through discussion with the subject leader, curriculum and school development review, assessment evidence, moderation and relevant visits. Leaders seek diocesan advice when developing the curriculum or interpreting foundation requirements. Monitoring includes an annual audit of the proportion of Christianity taught and the actual RE time delivered.

11. Resources and partnerships

The school maintains Bibles, religious artefacts, unit resources, books and suitable digital materials. Resources are selected for accuracy, diversity, age appropriateness and respectful representation. Relationships with the parish church, families, faith representatives and wider communities support authentic encounters and curriculum enrichment.

12. Policy review and related documents

This policy will be reviewed at least every two years, or earlier following statutory, diocesan or curriculum changes. It should be read with the RE Curriculum Map 2026/2027, the school's collective worship, SEND and equality policies, and relevant trust-deed and diocesan guidance.