



Christ Church Academy
Part of the Key Educational Trust

RE Policy

2026-2027

Reviewed: June 2026

Review Date: September 2027

*To be a learning community that provides excellence in education for the whole person – a place where all can flourish.
We believe that: “I can do all things through Christ who strengthens me.”*

[Philippians 4:13](#)

Religious Education Policy

1. RE at Christ Church Academy

1.1 Religious Education (RE) plays an important role in defining the school's distinctive Christian character. It is a central subject in the curriculum. In line with our vision, RE at Christ Church promotes whole-person development and is highly aspirational. The subject is regarded as a core subject within the school's curriculum that has much to offer. It has a vital place in developing religious literacy and deepening pupils' understanding of Christianity, in all its forms, and in fostering appreciation and understanding of faith traditions and worldviews. RE is non-confessional and is treated as an academic subject in its own right. RE at Christ Church involves the study of theology, philosophy and social science.

1.2 RE teaching is in line with the recommendations of the **Statement of Entitlement for Church Schools**, published by the Church of England Education Office.

The study of Christianity is, therefore, no less than 50% of RE curriculum time. The teaching of Christianity is core to the teaching of RE. The subject is also key in fostering an accurate and increasing understanding of a range of religions and worldviews. This plays a significant role in developing harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

1.3 As a former voluntary aided school, RE is in line with the Christian foundation of the school and the needs of our own school context. In addition, the school uses Lichfield Diocesan RE guidance, Understanding Christianity resources and other appropriate materials to enhance teaching and learning.

Each year, at least 5% of curriculum time is dedicated to RE, although elements of the subject may be explored across the curriculum when appropriate. In Year 5-7, RE lessons are for two hours a fortnight and in Year 8, three hours a fortnight. Within this teaching allocation, at least two thirds of subject content is based on study of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart. Attention is given to ensuring that pupils learn about Christianity as a diverse, global living faith. All classes are taught by specialist RE teachers. All lessons are centrally planned and resourced to ensure consistency between groups.

2. Aims

2.1 **The aims of Religious Education at Christ Church Academy are:**

- To help pupils to know about and understand Christianity as a diverse, global living faith through the exploration of core theological concepts.
- To help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide.
- To enable all pupils to develop knowledge and understanding of a range of religions and worldviews and their impact on society and culture.
- To give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions.
- To help pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion, worldview and belief, of themselves, the world and human experience.
- To nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions, worldviews and beliefs.

2.2 **The intended outcomes for pupils at the end of their time at Christ Church Academy are:**

- Be able to explain key beliefs and practices of the religions studied and show how they are connected to believers' lives.
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship.
- Express religious and non-religious beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean.
- Ask questions sensitively about the lives of believers and suggest appropriate answers.
- Reflect on the decisions people make and suggest possible outcomes.
- Reflect on their own experiences and identities and that of a range of people.
- Reflect on the 'big questions of life'.
- Be confident to explore their own spirituality and search for truth.
- Develop an ability to interpret and appreciate religious imagery, sources of wisdom and expression.

3. Overview

	Year 5	Year 6	Year 7	Year 8
Autumn 1	God What does it mean if God is holy and loving?	Incarnation Was Jesus the Messiah?	God If God is a Trinity, what does that mean for Christians?	Prophecy Does the world need prophets today?
Autumn 2	Creation Creation and Science: Conflicting or Complimentary?	Gospel What would Jesus do?	Creation Should Christians be greener than everyone else?	Incarnation Why do Christians believe Jesus is God on earth?
Spring 1	Judaism What does it mean to be a Jew?	Islam What are the 5 pillars of Islam?	Judaism What do Jews believe?	Islam What do Muslims believe?
Spring 2	People of God Can following God bring freedom and justice?	Salvation What difference does the resurrection make to Christians?	Fall Why are people good or bad?	Gospel What is so radical about Jesus?
Summer 1	Salvation What do Christians believe Jesus did to save human beings?	Kingdom of God What kind of king is Jesus?	Wisdom What do we do when life gets hard?	Non-religious Worldviews (new unit for 2026-27)
Summer 2	Sikhism What does it mean to live as a Sikh today?	Non-religious Worldviews (new unit for 2026-27)	Sikhism How should Sikhs treat one another and others?	Non-religious Worldviews (new unit for 2026-27) and Special Unit: Arts & RE

3.1 Assessment

As a school, we use our own 'GREAT' assessment system to assess pupils in all subjects (E being 'working at the expected level'). Please see Teaching & Learning Policy for further details. Pupils' attainment is assessed using these 5 levels.

Formal RE assessment takes two key forms at Christ Church Academy: teacher assessment based on knowledge and understanding demonstrated in lessons; and formal written assessments (marked as a percentage and converted to a 'GREAT' grade) three times a year.

Informal written, creative and verbal assessments provide pupils with the opportunity to demonstrate what they know and understand and these tasks allow for both rigor and consistency across classes. Formal written assessment is not the only method by which pupils are assessed- verbal and creative responses are also a key part of teachers' assessment of pupils' knowledge and skills in RE.

3.2 Spiritual, moral, social and cultural development (SMSC)

In addition, RE contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

Spiritual	Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of 'things beyond ourselves', including relationship with God. (Looking out, reflecting, taking action).
Moral	Helping each pupil develop their own informed values.
Social	Helping pupils understand some of the major forces shaping the values of our society.
Cultural	Aiding pupils in exploring aspects of their own cultural heritage, and that of others.

Additional links are found across the curriculum especially with personal, social, health and citizenship education (PSHE).

4. Management of RE

RE is given equal status with other core subjects in terms of timetabling, staffing and resourcing. Every year, the Academy strives to ensure that pupil achievement in RE is equal to or better than comparable subjects. Teachers share effective practice locally at Staffordshire Middle School's RE forum, regionally/ nationally and engage in professional development.

As a church school we recognise that it should be a priority to build up staff expertise in RE.

The Head of RE is responsible for:

- producing an appropriate scheme of work for the school
- supporting colleagues in the detailed planning and delivery of RE provision
- ensuring Religious Education has status within the school
- keeping in touch with subject developments and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring RE provision, practice and outcomes
- ensuring rigorous systems of assessment are in place
- creating the RE Development Plan and ensuring its regular review
- accountability for RE standards in the school
- meeting with the Diocesan RE advisory team as required

5. Additional Information

- Adaptive teaching with sound pedagogical rationale is expected in all RE lessons. Regardless of ability, every pupil should be challenged and supported to achieve their best, in line with our vision.
- Formal assessment results are recorded by teachers and centrally during data reporting, using BromCom. Termly reports communicate this information to parents and carers. Teachers use this data to inform planning.
- Observations, performance management, pupil voice and work scrutiny are used to monitor the quality of RE provision.

Right to withdrawal

At Christ Church Academy, we wish to be an inclusive community and recognise that parents have the legal right to withdraw their children from religious education without giving a reason. If any parent or carer wishes to withdraw their children from RE, the school would welcome the opportunity to discuss this in the first instance. While there is no requirement for parents to discuss their decision with the school but it would provide an opportunity for the school to better understand. Please note that where a pupil is withdrawn from RE, the school still has a duty of care to look after them but there is no requirement for the school to make alternative provision. It should be noted that the right to withdrawal only applies to RE lessons- it does not cover other subject areas where content related to religion/ worldviews might be studied e.g. the study of a text in English.