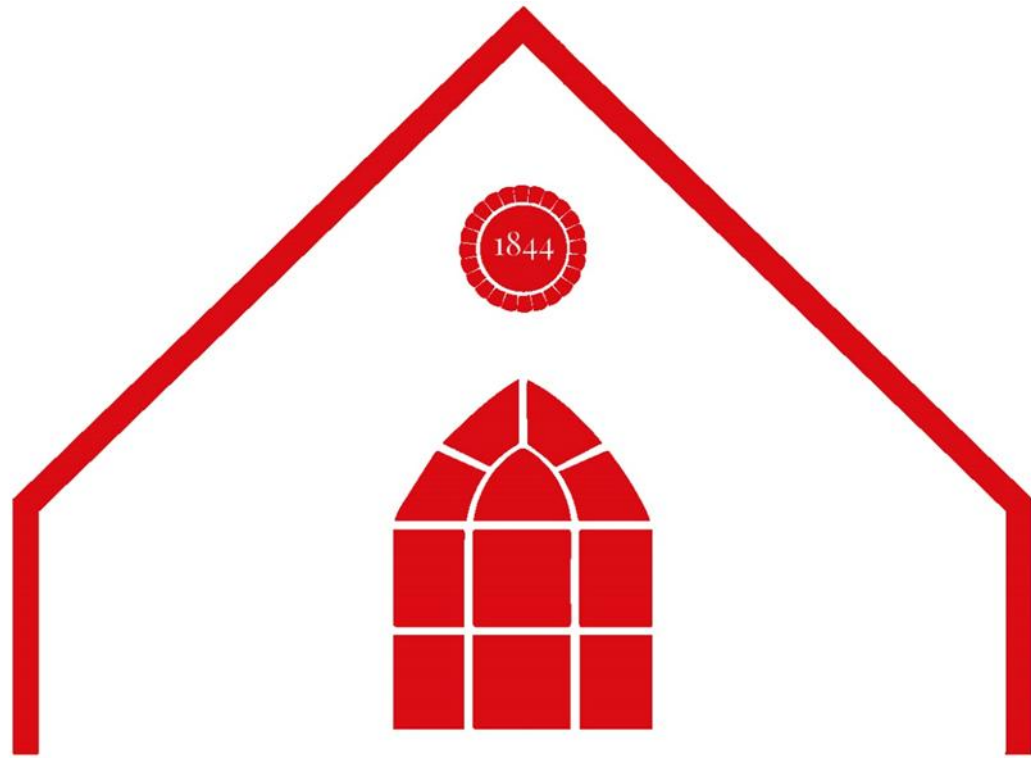




THE RACKHAM
C OF E PRIMARY SCHOOL

Religious Education Policy

STAT: 101

Date: September 2026

The Rackham C of E Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Purpose of the policy

Religious Education is unique as it heads the requirements of the basic curriculum. The syllabus is determined locally but follows national guidance. It is the only subject from which children and teachers can totally withdraw. This policy outlines the purpose, nature and management of Religious Education at The Rackham C of E Primary School.

Religious Education is central to the living out of our Christian vision. Through RE pupils explore questions of meaning, purpose, belief and identity, enabling them to flourish spiritually, morally, socially and academically.

The school policy for Religious Education reflects the consensus of opinion by all teaching staff. It has been drawn up as a result of staff discussion and has the full agreement of the Governing body. The implementation of this policy is the responsibility of the Head teacher and all teaching staff. This is to ensure consistency across the school.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the Agreed Syllabus 2023 objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted and SIAMS inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website:

<https://rackhamprimaryschool.com/>

At The Rackham C of E Primary School, Religious Education is central to our Christian vision of encouraging one another and building each other up. Through high-quality RE, pupils develop religious literacy, spiritual awareness and respect for diversity. RE enables pupils to explore questions of meaning, purpose and belief while developing the knowledge, wisdom and character needed to flourish in a diverse and ever-changing world.

Our Christian Vision:

1 Thessalonians 5.11: Therefore encourage one another and build each other up.

Our Guiding Principle:

Working together to be the best we can possibly be.

Our Christian Values:

Faith, Hope, Love

1. Spiritual Development, Inclusion and Flourishing

At The Rackham C of E Primary School, Religious Education is central to our Christian vision of encouraging one another and building each other up. Through high-quality RE, pupils develop religious literacy, spiritual awareness and respect for diversity. RE enables pupils to explore questions of meaning, purpose and belief while developing the knowledge, wisdom and character needed to flourish in a diverse and ever-changing world.

"Therefore encourage one another and build each other up" (1 Thessalonians 5:11), underpinned by our guiding principle, "Working together to be the best we can possibly be."

Through RE, pupils explore questions of meaning, purpose, identity, belief and values, helping them to develop a sense of awe and wonder, reflect on their experiences and understand their place within the wider world. RE enables pupils to encounter Christianity as a living faith, engage thoughtfully with other faiths and worldviews, and develop increasing religious literacy.

Religious Education provides opportunities for pupils to:

- Explore life's big questions about faith, identity, belonging and purpose.
- Develop curiosity, awe and wonder about the world and human experience.
- Reflect on their own beliefs and values whilst respecting those of others.
- Engage in thoughtful discussion, enquiry and respectful disagreement.
- Consider issues of justice, compassion, responsibility and service.
- Develop empathy, respect and understanding within a diverse society.

As a Church of England school, we believe that every person is uniquely valued and worthy of dignity and respect. RE supports our inclusive ethos by helping pupils understand and celebrate difference, challenge prejudice and build positive relationships. Through learning about and from a range of faiths and worldviews, pupils grow in compassion, understanding and respect for others.

Alongside collective worship, the wider curriculum and Forest School, RE contributes significantly to pupils' spiritual development and flourishing. Through reflection, enquiry and discussion, pupils develop the knowledge, wisdom, character and confidence needed to flourish academically, socially, emotionally and spiritually. We aim to nurture pupils who are spiritually curious, reflective, respectful of difference and equipped to contribute positively to their communities and the wider world.

2. Subject vision

At The Rackham, we believe that through the high quality teaching of Religious Education children will have the opportunity to develop confidence in their ability to understand and reflect upon there being many different paths in which Faiths and beliefs are based and the importance of understanding that although there are differences there are also comparisons to be made between them.

We believe that through the teaching of the subject, we can also have a positive impact on the mental health of our children.

Religious Education can also help children to develop their ability to think critically and independently and encourages children to learn how to interact and have valuable discussions with others in social settings and to be led as well as to learn how to confidently have meaningful discussions. At The Rackham, we encourage children to follow our school vision of 'working together to be the best we can possibly be'.

3. Aims and outcomes

The aims of the syllabus are for pupils:

- to develop religious literacy;
- 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;
- 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.

Religions and worldviews deal with some of the most profound and difficult questions in human life, questions such as:

- What is the purpose of life?
- How should people treat each other?
- How do we explain and cope with death and suffering?

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

To do this RE develops 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.

Throughout the RE curriculum, pupils should be encouraged to explore religions and worldviews, engage with their knowledge, and reflect on their learning and their lives.

4. Teaching and learning

Religious Education is taught by class teachers within either their mixed age classes or single age class. Staff will be following Understanding Christianity and the Agreed Syllabus 2023. The RE scheme has been divided into a two year cycle to ensure coverage and consistency.

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 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

The study of the relationship between religion and worldviews is a core element of the substantive content of the subject

5. Curriculum overview

Here at The Rackham, pupils will follow a Religious Education curriculum that gradually develops learning, the outcome being the acquisition of knowledge and skills that enable each pupil to enquire, research and analyse. Pupils will have an understanding of the importance of being balanced and open minded in a world of diverse identities and worldviews and in matters of justice, race and equality.

5.1 Early Years Foundation Stage (EYFS)

Religious Education in Early Years allows exploration of the world and responds to children's natural curiosity about things around them. A multisensory approach provides opportunities for pupils to learn and understand about themselves, others (personal and social development) and the world (knowledge and understanding of the world) and to develop pupils' abilities to express themselves (communication, language and literacy, creative development). Through knowledge, skills and understanding, pupils develop positive attitudes towards other people and their right to hold different beliefs. Teaching at The Rackham enables pupils to begin to identify their own uniqueness and that of others and to appreciate differences and similarities.

5.2 Key Stage (KS) 1

KS1 progresses directly from what has been taught in early years. Pupils begin to be introduced to the concepts of religion, belief and world views. This is done through studying the different religions separately and to then start to make connections between different religions and world views.

5.3 Key Stage (KS) 2

KS2 in turn progresses directly from KS1 and explores the same concepts but in greater depth. Pupils will begin to use philosophical and theological principles and start to use these in their discussions regarding religion and world views. They will also explore the historical starting points for each religion and world view. The curriculum is a mixture of studying religions separately and then making comparisons between world views so pupils are then able to compare similarities and differences.

5.4 Programme of study

This is the curriculum map for Religious Education for The Rackham C of E Primary School. These are split into a two year cycle to ensure coverage and consistency.



The Rackham RE Long Term Plan 2026-2027

	Autumn Term			Spring Term		Summer Term		
Reception	UC Creation D.Deeper Unit How can we care for the world? Creation DD	UC Incarnation D.Deeper Unit Why are we unique and precious?	UC Incarnation Core Unit Why do Christians perform Nativity plays?	UC Salvation D.Deeper Unit How can we help others when we need it?	UC Salvation Core Unit Why do Christians put a cross in an Easter Garden?	Buildings of faith What makes some places sacred to believers?	Stories and Holy Books Why are religious stories special to believers?	
Year One/ Two Roll A 2026-27	UC Creation D.Deeper Unit Who made the world?	UC God D.Deeper Unit What do Christians believe God is like? Jonah the big fish	UC Incarnation Core Unit Why does Christmas matter to Christians? Luke's gospel	Islam How do Muslims show Allah is important to them?	UC Salvation Core Unit Why does Easter matter to Christians?	Chr Islam Why is Muhammad (pbuh) an important prophet to Muslim?	Chr Judaism How do Jewish people show God is special to them?	Jud
Year One/ Two Roll B 2027-28	UC Creation Core Unit Who made the world?	UC God Core Unit What do Christians believe God is like? Parables of the Lost	UC Incarnation D.Deeper Unit Why does Christmas matter to Christians? Matthew's gospel	What does worship look like?	UC Salvation D.Deeper Unit Why does Easter matter to Christians?	Judaism What do Jewish people learn from the story of Moses?	Why is Musa an important prophet to Muslims?	
Year Three/ Four Roll A 2026-27	UC Creation D.Deeper Unit What do Christians learn from the Creation story? Adam and Eve	UC God Core Unit What is it like to follow God? Noah	UC Incarnation Core Unit What is the Trinity? Baptism	UC Gospel Core Unit What kind of world did Jesus want? Fishers of Men	UC Salvation D.Deeper Unit Why do Christians call the day Jesus died Good Friday?	Sikhi What does it mean to be a Sikh in the UK today?	Hindu What does it mean to be a Hindu in the UK today?	
Year Three/Year Four Roll B 2027-28	UC Creation Core Unit What do Christians learn from the Creation story?	UC God D.Deeper Unit What is it like to follow God? Abraham	UC Incarnation D.Deeper Unit What is the Trinity? John 1	UC Gospel D.Deeper Unit What kind of world did Jesus want? Parable of Good Samaritan Parable of the Pharisee and Tax Collector	UC Salvation Core Unit Why do Christians call the day Jesus died Good Friday?	What does it mean to belong to a community? Judaism - Bar/bat mitzvah Hindu - Puja Islam - Prayer Humanist - Ceremonies to unite people	LAS - How should we treat each other? Judaism/Christianity - 10 Commandments Humanist - Golden rule Buddhism - 8-fold path Hinduism - Dharma Sikhi - Seva	

Year Five / Year Six Roll A 2026-27	UC Creation D.Deeper Unit Creation and Science. Conflicting and Complementary	UC Incarnation Core Unit Was Jesus the Messiah? Prophecy and Evidence	What makes something spiritual, holy or important?	UC Salvation D.Deeper Unit What did Jesus do to save human beings? Isaiah 53, John 19	Why does creativity play a part in religious worldviews? Art Music NATRE Spirited Arts Competition - How do people express their faith through the arts?	How Do Different People Understand God? Christianity - Trinity Hindu Dharma - Brahman Allah - 99 names Humanist / atheistic view
Year Five / Year Six Roll B 2027-28	UC Creation Core Unit Creation and Science. Conflicting and Complementary	UC POG Core Unit How can following God bring freedom and justice? Moses	UC Incarnation D.Deeper Unit Was Jesus the Messiah? Transfiguration	UC Salvation Core Unit What did Jesus do to save human beings?	What does it mean to have a good life?	Does religion answer big questions? Afterlife Creation Purpose of human life

Enrichment Days: Vision and Values (10hrs), Multi-faith (5hrs), Christianity (5hrs), Christianity (5hrs)

6. Cross-curricular links

RE shares links with the following subjects:

- English: through the use of stories taken from religious texts
- PSHE: links to social interactions and treating others with respect and kindness
- Art: Examination and use of skills shown in religious pieces of art work
- Geography: Origins of religions from different countries and continents

7. Assessment and recording

7.1 Assessment

The Rackham uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Assessment in RE is carried out both formally and summative assessments in order to gain an understanding of the children's achievements and the next steps for their progress. Children are assessed each half term producing work to highlight skill in both PT1 – Knowledge and understanding of religion and worldviews and also PT2 – Responding to religion and worldviews for their year group.

7.2 Recording

At The Rackham, records of the pupil's learning will be recorded in many different ways. RE work can be recorded in topic books, through pictures, observations and photographs also floor books.

8. Resources

8.1 Textbooks and other equipment

Resources for RE can be found on TEAMS which include PowerPoints, worksheets and plans. Artefacts, story sacks, religious information texts and Bibles can be found in the storage area between Beech and Larch. Information regarding these resources can be found in the resource folder on TEAMS.

8.2 External speakers, local museums, trips

Teachers are encouraged to identify opportunities beyond the classroom which link RE such as parents and members of the community from different Faith and world belief groups talking to children within the school setting linked to topic work.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the Understanding Christianity and the Agreed Syllabus 2023 are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Link governor

The link governor responsible for RE at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning

10. Inclusion

Teachers set high expectations for all pupils in RE. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment

- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study Religious Education, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in RE.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Assessment policy
- PSHE policy
- Marking policy
- SEN policy
- PSHE policy
- Collective Worship Policy

12. Monitoring and review

RE is monitored through lesson visits, pupil voice, work scrutiny, curriculum monitoring, planning reviews and governor monitoring. Evaluation focuses on pupil outcomes, religious literacy, spiritual development, inclusion and the contribution of RE to the flourishing of pupils and adults.

This policy will be reviewed annually and agreed in line with Government guidelines by the Governing Body.

Approved and signed by:

Headteacher



Signed:

Date: September 2026

Chair of Governing body

A handwritten signature in black ink, consisting of a stylized 'S' followed by a horizontal line and a large, loopy flourish.

Signed:

Date: September 2026