Religious Education Policy

Grange C of E Voluntary Controlled School

School's Vision Statement

Achieve - Believe - Care

'Let us think of ways to motivate one another to acts of love and good works' *Hebrews 10:24*

Grange Church of England School is at the heart of our local community. Our Christian vision is rooted and grounded in values of love, hope and trust. It is an inclusive school and our belief is that everyone is unique, valued, loved and matters to God.

Our aim is to develop happy pupils with enquiring minds, respect for themselves, others and the world in which we live. All members of our school community are nurtured and encouraged to develop resilience and skills in order to flourish and enjoy 'life in all its fullness.' (John 10:10)

Approved by:

Chair of Governors/T and L Committee **Date: 9th September 2026**

Review date: September 2029

Our Vision for Religious Education

At Grange Church of England School, Religious Education (RE) expresses and strengthens our Christian vision and values which are at the heart of all that we do. RE contributes significantly to the flourishing of every child and supports our vision of enabling all members of our school community to achieve, believe and care.

RE is a highly valued academic subject that enables pupils to engage with questions of meaning, purpose, truth and belief. Through a commitment to generous hospitality, we are true to our Christian foundation whilst demonstrating deep respect for the integrity of other religious and non-religious worldviews and for the religious freedom of every individual.

At the heart of RE is the study of Christianity as a diverse global living faith, centred on the life and teachings of Jesus Christ. Pupils develop a rich understanding of Christianity in local, national and global contexts and appreciate the diversity of beliefs, traditions and practices within the Christian faith.

Pupils also gain knowledge and understanding of a range of religious and non-religious worldviews. They are encouraged to explore and articulate their own developing personal worldviews whilst showing respect for the beliefs and values of others.

RE develops religious literacy through the disciplines of theology, philosophy and the human and social sciences. Pupils are encouraged to ask challenging questions, investigate beliefs and practices, interpret sources of authority and consider how religion and belief influence individuals and communities.

Aims

The aims of Religious Education at Grange Church of England School are:

1. To enable pupils to know about and understand Christianity as a diverse global living faith through the exploration of beliefs, practices, sources of authority and lived experiences.
2. To enable pupils to gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating diversity, continuity and change.
3. To develop religious literacy through theological, philosophical and human/social science approaches.
4. To enable pupils to engage critically and respectfully with questions of meaning, purpose, identity, belief and truth.
5. To enable pupils to understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and the lives of individuals and communities around the world.
6. To encourage pupils to explore and articulate their own personal worldviews and appreciate the perspectives of others.
7. To foster respect, dignity, understanding and dialogue between people of different beliefs and backgrounds.

Legal Framework

As a Voluntary Controlled Church of England School, Religious Education is taught in accordance with the locally agreed syllabus adopted by Cumbria SACRE. RE is therefore a statutory subject for all pupils.

Parents have the legal right to withdraw their child from all or part of Religious Education. As RE is central to the life and distinctive Christian character of our school, parents considering withdrawal are encouraged to discuss their concerns with the Headteacher before making a decision.

The school is committed to providing an RE curriculum that is inclusive, academically rigorous and accessible to all pupils.

Curriculum for Religious Education

Religious Education is an academic subject with a high profile within our curriculum. Leaders and governors ensure that the teaching, learning and resourcing of RE are comparable to those of other curriculum subjects.

The RE curriculum:

- is intrinsic to the outworking of our Christian vision and values;
- contributes to pupils' spiritual, moral, social and cultural development;
- develops religious literacy;
- reflects a balance of theology, philosophy and the human and social sciences;
- enables pupils to gain deep knowledge and understanding of Christianity as a diverse global living faith;
- provides opportunities to study a range of religious and non-religious worldviews;
- values all pupils' experiences and contributions;
- encourages meaningful dialogue and respectful disagreement;
- develops critical thinking and enquiry skills;
- is adapted to ensure all pupils make progress and flourish.

To support delivery of the curriculum, the school uses the Cumbria SACRE Agreed Syllabus alongside Questful RE, Understanding Christianity and other high-quality resources, including those provided by NATRE, RE Today and diocesan advisers.

Curriculum Balance and Time

In this school, the principal religions and worldviews studied are:

- Christianity throughout all key stages.
- Islam in Key Stages 1 and 2.
- Buddhism in Key Stage 2.
- Other religious and non-religious worldviews, including Humanism, Judaism, Hinduism, Sikhism and the Bahá'í Faith, where appropriate within curriculum units and enquiries.

RE is allocated a minimum of 5% of curriculum time. This equates to approximately 36 hours per year in the Early Years Foundation Stage and Key Stage 1, and 45 hours per year in Key Stage 2. Additional enrichment opportunities further enhance pupils' learning.

Approximately 60% of curriculum time is devoted to Christianity, with the remaining curriculum time devoted to the study of a range of religious and non-religious worldviews. [

A range of visitors support the teaching and learning of RE and provide opportunities for pupils to encounter lived religion and belief. Wherever possible, pupils engage with members of faith communities, including representatives of the Bahá'í Faith and other religious traditions.

Visits to places of worship form an important part of the RE curriculum and may include visits to St Paul's Church and other Christian places of worship in the local area, the Buddhist Temple in Ulverston, a mosque and other places of worship such as a Hindu temple. These experiences help pupils deepen their understanding of belief, practice and diversity.

Links are made between RE and other curriculum subjects where appropriate. RE also contributes significantly to pupils' understanding of local, national and global issues, enabling them to explore questions of identity, community, justice, responsibility and human flourishing from a variety of religious and non-religious perspectives.

Allocated curriculum time is used exclusively for RE-related learning. Collective Worship is planned and delivered separately and is not included within RE curriculum time.

Spiritual, Moral, Social and Cultural Development (SMSC), British Values and Personal Development

Religious Education makes a significant contribution to pupils' spiritual, moral, social and cultural development and supports the school's commitment to enabling all pupils to flourish.

Through RE, pupils are encouraged to:

- reflect on questions of meaning, purpose, identity and belief;
- explore their own developing worldview;
- engage respectfully with different religious and non-religious perspectives;
- consider moral and ethical issues from a range of viewpoints;
- develop empathy, respect and understanding;
- appreciate diversity within Britain and the wider world;
- understand how beliefs influence actions and communities.

RE makes a valuable contribution to pupils' understanding of British Values, including democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs. It also supports pupils in becoming responsible and active citizens.

Health and Safety

Health and safety issues may arise in RE when pupils:

- handle religious artefacts;

- prepare or consume food;
- visit places of worship;
- participate in activities led by visitors from faith and belief communities.

In all such circumstances, staff will follow the school's Health and Safety Policy and relevant risk assessments.

Recording, Feedback and Assessment

Assessment in RE enables teachers to monitor pupils' progress in both substantive and disciplinary knowledge.

Assessment focuses on pupils' ability to:

- demonstrate knowledge and understanding of Christianity and other religions and worldviews;
- use appropriate religious vocabulary;
- interpret and analyse sources of authority;
- apply theological, philosophical and human/social science approaches;
- engage critically with questions of belief and meaning;
- demonstrate increasing religious literacy;
- reflect thoughtfully on their own developing worldview and those of others.

Pupils record their learning through a range of approaches including written work, floor books, discussion, practical activities, photographs and learning maps. Assessment information is used to identify strengths, next steps and areas for curriculum development.
Teachers will:

- identify development in knowledge, understanding and skills;
- recognise the diverse ways pupils demonstrate learning;
- use clear criteria to assess progress and attainment;
- involve pupils in understanding their next steps;
- monitor progress for individuals and groups;
- provide accurate information to parents and carers.

Leadership and Management

The teaching, assessment and resourcing of RE are led by the RE Subject Leader in collaboration with senior leaders and governors to ensure that statutory requirements, the Cumbria SACRE Agreed Syllabus and the Church of England Religious Education Statement of Entitlement are fully met.

The RE Subject Leader will:

- monitor standards, provision and outcomes;
- support staff through training and professional development;
- ensure progression in knowledge, skills and religious literacy;

- monitor the quality of teaching and learning;
- oversee assessment systems;
- ensure RE reflects current diocesan and national guidance;
- report regularly to governors;
- support the school's preparation for SIAMS and other external evaluation.

Monitoring and Review

This policy will be reviewed every three years, or sooner if required due to changes in legislation, diocesan guidance or national expectations.

Its impact will be monitored through:

- lesson observations;
- work scrutiny;
- pupil voice activities;
- assessment information;
- curriculum monitoring;
- discussions with staff and governors.

References

1. Cumbria SACRE Agreed Syllabus for Religious Education (2023).
2. Church of England Education Office, *Vision for Education: Deeply Christian, Serving the Common Good* (2016).
3. Church of England, *Religious Education Statement of Entitlement for Church of England Schools* (2026).
4. Education Act 1996.
5. Church of England, *Collective Worship: Inclusive, Invitational and Inspiring* (2021).