



Religious Education (RE) Policy

“Worship the Lord with gladness; come before him with joyful songs”

(Psalm 100:2)

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annually	September 2027	Joanna Jolliffe (RE Lead)	September 2027

Ratification

Role	Name	Signature	Date
Chair of Governors	Janis Dean	Janis Dean	September 2026
Head Teacher	Kate Lewis	Kate Lewis	September 2026

This policy is informed by guidance from the Diocese of Bath and Wells and reflects the requirements of the Somerset Agreed Syllabus for Religious Education.

Our Christian Vision

In our schools our theologically rooted Christian vision shapes all we do.

Together, Let us Love, Encourage, Achieve and Flourish

Our school vision is theologically rooted and underpins and is interwoven into all aspects of school life. It is through this vision that we model our school culture, values and ethos. Our school vision drives our work and enables the schools to live up to their foundations as Church schools. It reflects the needs of the schools and communities and, through embedding and living out this vision, we hope to deepen the relationship between the schools, families, churches and communities.

The purpose of our school vision is to lay out who we are; why we are here; and therefore how we live our lives. When exploring this we considered our five core values:

Generosity Optimism Determination Curiosity Courage

We also explored what is special about us at Crowcombe and Stogumber Church of England Primary Schools and the importance we place on being together and ensuring everyone in our schools and communities feels valued, included and that they belong. During our exploration we found a passage from the Old Testament that reflected our core message.

“And let us consider how we may spur one another on towards love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another - and all the more as you see the day approaching.”
(Hebrews 10:24-25)

This resonated with us and highlighted key words that we believe reflect our vision for the schools. These words formed our vision: Together, Let us Love, Encourage, Achieve and Flourish.

We actively explore these words with the children through classroom teaching and collective worship. We explore the importance of being together through friendship, and of showing love and generosity by loving our neighbour as ourselves. We explore encouraging others as well as persevering ourselves and showing determination. We explore having the courage and curiosity to achieve throughout all aspects of our lives and how, with optimism, we can all flourish together.

Policy Statement

Religious Education has a high profile within the curriculum at Crowcombe and Stogumber Church of England Primary Schools and makes a significant contribution to our Christian vision and to preparing pupils for life in a diverse society.

Our RE curriculum follows a Religion and Worldviews approach. Pupils develop knowledge and understanding of Christianity and a range of religious and non-religious worldviews. Christianity is explored as a living, diverse and global faith, alongside other religious and non-religious worldviews.

Pupils are encouraged to recognise diversity both between and within religious and non-religious traditions. They encounter different ways in which individuals and communities understand and live out their worldviews and learn that people belonging to the same tradition do not necessarily believe or practise in identical ways.

RE provides opportunities for pupils to ask important questions about belief, meaning, purpose, identity, morality and what it means to live a good life. Pupils learn to investigate religion and worldviews using appropriate disciplinary approaches, while developing the knowledge and vocabulary required to discuss these ideas with increasing confidence.

Legal Requirements

Religious Education is a statutory curriculum entitlement for all registered pupils in maintained schools, including pupils in Reception.

Stogumber Church of England Primary School is a Voluntary Controlled (VC) school and therefore follows the locally agreed syllabus for Religious Education.

Crowcombe Church of England Primary School is a Voluntary Aided (VA) school. The governing body is responsible for determining the RE curriculum in accordance with the school's trust deed and Church of England requirements. The school uses the Somerset Agreed Syllabus alongside appropriate Church of England guidance and resources.

As Church of England schools, the teaching of Christianity is central to our RE curriculum. Christianity accounts for a substantial proportion of curriculum time and is taught as a diverse, global and living faith.

RE is distinct from Collective Worship. Although both contribute significantly to the Christian character and spiritual life of the schools, curriculum RE is an academic subject in which pupils investigate Christianity and other religious and non-religious worldviews.

The effectiveness and quality of Religious Education within our Church schools forms part of the Statutory Inspection of Anglican and Methodist Schools (SIAMS) framework.

Managing the Right to Withdraw

Parents and carers have the legal right to withdraw their child from all or part of Religious Education. We encourage any parent or carer considering withdrawal to meet with the Headteacher and/or RE Lead so that the aims, content and nature of the school's RE

curriculum can be discussed and any questions or concerns explored. Where a pupil is withdrawn from RE, appropriate supervision will be provided.

Aims of RE

- Enable pupils to develop secure and increasingly sophisticated knowledge and understanding of Christianity as a diverse, living and global faith.
- Enable pupils to develop knowledge and understanding of a range of religious and non-religious worldviews.
- Enable pupils to understand diversity within, as well as between, religious and non-religious worldviews.
- Explore how beliefs and worldviews may influence people's identities, values, actions and ways of life.
- Develop pupils' religious literacy and their ability to use appropriate vocabulary confidently.
- Enable pupils to investigate religion and worldviews using different disciplinary approaches and ways of knowing.
- Develop pupils' ability to ask and explore increasingly challenging questions about meaning, purpose, truth, identity, belief and morality.
- Provide opportunities for philosophical thinking and exploration of ethical issues.
- Encourage curiosity, respectful dialogue and thoughtful engagement with different perspectives.
- Enable pupils to consider their own positionality and recognise that experiences and assumptions may influence how people understand the world.
- Enable pupils to understand the significance of religion and worldviews within their local Somerset context, as well as nationally and globally.
- Contribute to pupils' spiritual, moral, social and cultural development and their understanding of British values.

Curriculum Organisation

Our RE curriculum is based upon the Somerset Agreed Syllabus for Religious Education and is organised through our school RE Long-Term Plan.

Because of the mixed-age structure of our schools, Years 1-6 follow a two-year rolling programme (Year A and Year B). The curriculum is carefully sequenced so that pupils revisit important religions, worldviews, concepts and ideas with increasing depth. Revisiting previous learning develops understanding rather than simply repeating content.

Across the curriculum, pupils encounter Christianity and a range of other religious and non-religious worldviews, including Islam, Judaism, Sanatana Dharma and Humanism. Locality is

an important element: pupils investigate religion and worldviews within Somerset and their own communities, alongside national and global contexts.

Knowledge and Progression

1.1 Substantive knowledge

This is the content pupils learn about religions and worldviews, including beliefs, practices, texts, traditions, communities, people and lived experiences.

1.2 Conceptual knowledge

Pupils encounter important concepts and ideas repeatedly as they progress through school. These connections enable increasingly sophisticated understanding rather than viewing individual RE units as isolated topics.

1.3 Disciplinary knowledge

This concerns how pupils investigate religion and worldviews. Pupils learn that religion and worldviews can be explored in different ways and that different questions may require different methods of enquiry. As they progress, pupils learn to use evidence, interpret sources, compare perspectives, ask philosophical and ethical questions and consider lived experiences.

Teaching and Learning

High-quality RE should engage, challenge and inspire pupils. Teaching provides opportunities for pupils to encounter rich content and explore meaningful enquiry questions rather than simply learning disconnected facts about religions.

Teachers recognise diversity within religious and non-religious worldviews and avoid presenting traditions as homogeneous. Language such as 'some Christians', 'some Muslims', 'different Jewish communities' or 'some Humanists' may be used where appropriate to reflect diversity of lived experience.

- Teacher explanation and presentation.
- Stories and sacred texts.
- Discussion, dialogue and debate.
- Philosophical and ethical enquiry.
- Questioning and reflection.
- Individual and collaborative research.
- Photographs, artefacts, artwork, maps and other sources of evidence.
- Drama and role play where appropriate.
- Digital resources, film and audio.
- Encounters with visitors representing religious and non-religious worldviews.

- Visits to places of worship and other relevant locations.
- Investigation of religion and worldviews within Somerset and the local community.

Teachers create an inclusive and respectful environment in which pupils can ask questions and discuss different perspectives safely. No pupil is expected to adopt or participate in a religious belief as part of curriculum RE.

Christianity and Understanding Christianity

As Church of England schools, Christianity has a central place within our curriculum and is taught as a diverse, global and living faith.

Understanding Christianity continues to be used as an important resource to support the teaching of Christianity. Units are carefully mapped within the school's long-term plan to provide progression in pupils' understanding of key Christian concepts including God, Creation/Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God.

Understanding Christianity is used alongside the Somerset Agreed Syllabus rather than as a separate curriculum.

Religious and Non-Religious Worldviews

Pupils encounter a range of religious and non-religious worldviews across their time at school. The curriculum enables pupils to explore Christianity alongside Islam, Judaism, Sanatana Dharma, Humanism and other worldviews where appropriate.

The purpose is not simply to acquire isolated facts about different religions. Pupils investigate how beliefs and worldviews are understood and lived by different people and communities and recognise that individual worldviews may be complex and influenced by culture, family, experience and place.

Locality and Somerset

The Somerset Agreed Syllabus places importance on pupils encountering religion and worldviews within their local context. Our curriculum therefore makes use of opportunities to investigate religion and worldviews in Somerset and West Somerset.

- Visits to and relationships with our local churches.
- Opportunities to encounter members of religious and worldview communities.
- Exploring how religious and non-religious worldviews are represented within Somerset.
- Using appropriate Somerset SACRE locality resources.
- Investigating local religious history and heritage.
- Helping pupils understand that Somerset contains a diversity of religious and non-religious worldviews.

Curriculum Balance and Time

Sufficient dedicated curriculum time is provided for Religious Education. In accordance with the Somerset Agreed Syllabus, schools should provide approximately:

- Foundation Stage - 36 hours per year.
- Key Stage 1 - 36 hours per year.
- Key Stage 2 - 45 hours per year.

RE may sometimes be taught through appropriately planned blocks, visits or special curriculum experiences, but sufficient curriculum time must be provided across the year and the integrity of RE as a distinct academic subject must be maintained.

Resources

The principal curriculum document is the Somerset Agreed Syllabus for Religious Education. This is supported by a range of high-quality resources, including:

- Somerset SACRE curriculum and locality resources.
- Understanding Christianity.
- Appropriate Jigsaw RE materials where these support the content and enquiry identified within the school's curriculum.
- Resources for Learning / School Library Service resources.
- Sacred texts, books, artefacts and digital resources.
- Local churches and other places of worship.
- Visitors and representatives of religious and non-religious worldviews.

Resources are selected to reflect diversity accurately and respectfully and to avoid stereotypes. Commercial schemes and resources are used to support the school's RE curriculum; they do not determine curriculum content.

Inclusion

RE is an entitlement for all pupils. Teaching and learning are adapted appropriately to enable all pupils, including those with SEND, to access and participate meaningfully in RE. Teachers provide appropriate scaffolding, vocabulary support, visual resources and alternative means of recording where required, while maintaining ambitious expectations for all pupils.

Monitoring, Evaluation, Assessment, Recording and Reporting

Assessment in RE identifies what pupils know, understand and can do and enables teachers to determine how pupils' knowledge is developing over time. Assessment is linked to curriculum planning and considers pupils' developing substantive knowledge, conceptual understanding, disciplinary knowledge, appropriate vocabulary and ability to make connections and communicate increasingly well-informed ideas.

Assessment is proportionate and should support teaching and learning rather than create unnecessary workload. Evidence may include written work, discussion, questioning, responses to enquiry and other appropriate outcomes.

- Governors have responsibility for monitoring how the RE curriculum reflects the schools' Christian vision and statutory responsibilities.
- The Headteacher has overall responsibility for monitoring and evaluation.
- The RE Subject Leader will monitor implementation of the long-term plan and review curriculum coverage and progression.
- The RE Subject Leader will undertake appropriate work scrutiny, pupil voice and lesson visits.
- The RE Subject Leader will support teachers with curriculum planning and subject knowledge.
- The RE Subject Leader will monitor the quality and appropriateness of resources.
- The RE Subject Leader will keep up to date with developments from Somerset SACRE, the Diocese of Bath and Wells and the Church of England and disseminate relevant guidance.
- The RE Subject Leader will identify and support staff professional development needs and facilitate the sharing of effective practice.
- The RE Subject Leader will maintain and review the RE subject action plan and support assessment and moderation where appropriate.
- The RE Subject Leader will liaise with relevant diocesan and SACRE advisers and report to senior leaders and governors as appropriate.

Contribution to the Wider Curriculum

RE makes an important contribution to pupils' spiritual, moral, social and cultural development. It supports pupils in developing curiosity, empathy, respectful disagreement, critical thinking and an appreciation of diversity.

RE contributes to pupils' understanding of fundamental British values, particularly mutual respect and tolerance of those with different faiths and beliefs. It also supports the schools' Christian vision: Together, Let us Love, Encourage, Achieve and Flourish.

Policy Review

We ensure that this policy is known to all staff and governors and is available to parents and carers through the school website.

This policy will be reviewed annually by the Headteacher, RE Lead and governors, taking account of developments in the Somerset Agreed Syllabus, diocesan guidance and the needs of our schools. **Next review: September 2027**