



Church of England
(Voluntary Aided)

RELIGIOUS EDUCATION POLICY

'Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonour others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.'

1 Corinthians 13: 4-7

11th May 2026

Our Vision

As a church school, rooted in Christian values, our vision is inspired by the miracle of the loaves and the fishes. This demonstrates God's provision and care for us all through the generosity of one young child. By **valuing** each individual within our school family, we enable everyone to **grow** and **flourish** at Broadwas by providing a relevant, inclusive and knowledge rich curriculum in a stimulating, fun and loving environment.

At Broadwas we 'Live Our Values Everyday'.

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Introduction

This policy has been written in the light of the [Church of England's *Vision for Education*](#) (Autumn 2016), [Flourishing for All](#) (September 2024) and through reflection on the 2023 [SIAMS Evaluation Framework](#) for schools.

Name of School: Broadwas CE Primary School

Legal Position of Religious Education in School

Religious Education (RE) is unique in the curriculum as it is neither a core nor foundation subject. The 1988 Education Act states 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils.

Broadwas CE Primary School is a Church of England Voluntary Controlled School and therefore follows the Worcestershire Agreed Syllabus for Religious Education 2025 – 2030 / Dudley Agreed Syllabus for Religious Education 2023 - 2028

The Church of England's Statement of Entitlement

The Church of England's [Statement of Entitlement](#) (September 2026) outlines the aims and expectations for RE in Church of England schools and guides this school's approach to RE. It begins by stating: 'Religious Education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help to educate for dignity and respect encouraging all to live well together'. Quoting from the Church of England's *Vision for Education: Deeply Christian, Serving the Common Good*, it continues: 'Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person'.

Religious Education and the school's Christian Vision

As a church school, rooted in Christian values, our vision is inspired by the miracle of the loaves and the fishes. This demonstrates God's provision and care for us all through the generosity of one young child. By valuing each individual within our school family, we enable everyone to grow and flourish at Broadwas by providing a relevant, inclusive and knowledge rich curriculum in a stimulating, fun and loving environment.
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At Broadwas we 'Live Our Values Everyday'.

Building on these themes, RE in this school contributes to the outworking of our vision by

- Developing our children's spirituality through encouraging curiosity and nurturing a sense of awe and wonder in the world around us, appreciating our place within God's creation.
- Providing opportunities for our children to develop respect and understanding of their own faith, beliefs and culture but also that of others, to celebrate diversity.
- Supporting our children to be self-confident and take responsibility for what they say and do in our ever changing world.
- Enabling every child to achieve their best whilst equipping them with the skills to become healthy, responsible citizens of the future in our local and global community.

Religious Education Intent

The intent of Religious Education at Broadwas CE Primary School is to deliver an RE curriculum that develops children's knowledge and understanding of different beliefs, giving them the values and attitudes needed to live 'good' lives in a diverse world. We strive to give children rich opportunities and broad learning experiences to enable them to flourish as unique individuals and appreciate, understand and value all beliefs, both in their local community and in the wider world. Our school vision and core Christian values guide all decisions about our school curriculum, ensuring every child can grow and flourish in order to meet their full potential.

School Approach to Religious Education (Implementation)

In-line with all church schools, this school has a duty to provide accurate knowledge and understanding of religions and world views.

A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore, this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the *Statement of Entitlement*, teaching and learning in RE in this school will provide:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.

- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

RE that makes a positive contribution to Spiritual, Moral, Social and Cultural (SMSC) development.

Foundation Stage

RE is taught through Early Years Foundation Guidelines – 'Knowledge and understanding of the world' and 'Personal, social and emotional development' and the Worcester agreed syllabus 2020-2025 and Understanding Christianity 2016.

Objectives

We enable our children to:

- Begin to know about their own cultures and beliefs and those of other people
- Begin to recognise similarities and differences between themselves and others, among families, communities and traditions
- Form good relationships with adults and peers, taking turns and sharing fairly
- Begin to understand that there need to be agreed values and codes of behaviour for groups of people to work harmoniously together

- Understand what is right, what is wrong and why these matter; considering the consequences of their words and actions for themselves and others
- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Have a developing awareness of their own needs and feelings and be sensitive to those of others, responding appropriately
- Explore, observe and find out about places and objects that matter in different cultures and beliefs

Key Stage 1

Objectives

We enable our children to:

- Acquire a simple knowledge of aspects of the beliefs and practices of Christians, Jews and Muslims recognising some shared ideas and some differences
- Talk about religion and recognise different religious symbols and places of worship using appropriate vocabulary
- Recognise the function of different places, artefacts, pictures, words, stories and actions as religious
- Distinguish between right and wrong and begin to express their ideas and opinions in response
- Ask and answers about different religions, noticing and responding sensitively to some similarities between religions
- Explore, discuss and reflect upon their own feelings, ideas and opinions and some of the puzzling questions of life
- Begin to understand, find out and respond positively to the fact that different people have different ideas and beliefs.

Key Stage 2

Objectives

We enable our children to:

- Develop their knowledge and understanding of Christianity, Judaism, Hinduism, Islam and Humanism in respect of their key beliefs and the implications of these on their lifestyles
- Develop an understanding of different religious beliefs, symbols and traditions
- Make connections between different religious beliefs and practices, in order to develop an understanding of similarities and differences
- Acquire information from a variety of sources about different religious practices, ask appropriate questions and make simple inferences
- Develop their own spiritual and moral understanding by exploring and reflecting upon questions, in order to explore the meaning and purpose of life
- Have meaningful discussions about what is right and wrong and what is just and fair
- Respect the right of people to hold different values and beliefs

Organisation & Time Allocation

The Statement of Entitlement for Religious Education specifies that Christianity is to be the main religious worldview studied in and through RE in each year group/phase equating to at least 50% of curriculum time. It also states that, in a Church school there should be sufficient dedicated curriculum time, meeting explicitly RE objectives, committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages (KS) 1-4.

In accordance with the Statement of Entitlement and the structure of Worcestershire Agreed Syllabus we have agreed that, as a minimum:

- in the Foundation Stage pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year
- at Key Stage 1 pupils study Christianity and Judaism or Islam - RE will be taught for at least for 36 hours over the year
- at Key Stage 2 pupils study Christianity, Judaism, Hinduism, Islam and also consider non-religious worldviews - RE will be taught for at least for 45 hours over the year.

Assessment / Recording & Reporting (Impact)

The Worcestershire Agreed Syllabus for Religious Education 2025-2030 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of Key Stage learning outcomes as outlined in the syllabus.

As a school we track progress in RE through

- Informal assessments made by a teacher during and after each lesson which inform future planning and teaching.
- Assessment is recorded at the end of each RE unit using the school's assessment profile.
- Evidence of progress is seen in class RE Floor Books and individual pupil books.
- Spirituality thoughts are collected by staff and shared in Governor Meetings.
- Each child's Annual School Report contains a statement for attainment and effort in RE which is based upon the teacher's knowledge of the pupil's performance across a range of contexts.

Responsibilities for RE in School

The Head Teacher has ultimate responsibility for ensuring that the legal framework for RE is carried out and that the teaching of RE fits within the school's distinctively Christian vision. At Broadwas CE Primary School some of the responsibilities for RE may be delegated to other members of staff.

The **Subject Leader** is responsible for:

- ensuring personal subject knowledge and expertise are kept up-to-date by participating in Continuing Professional Development (CPD) for RE and sharing good practice
- attending RE clusters / hub meetings
- providing and sourcing in-service training for staff as necessary
- ensure that Christianity is the main religion taught in and through RE in each year group/phase equating to at least 50% of curriculum time
- ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*

- ensure that the teaching of RE enquires in to religious and non-religious worldviews through theology, philosophy and the human and social sciences
- engage with their diocese when developing the school's RE curriculum and adapting schemes and frameworks, such as a locally agreed syllabus, to the school's context
- supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact
- acquiring and organising appropriate resources, managing a budget when necessary
- monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and being able to discuss impact and standards, all in conjunction with the Headteacher / Senior Leadership Team
- contributing to the SIAMS self-evaluation process, including, but not limited to Inspection Question 6 and 7.

The **Head Teacher and Governors** must ensure:

- RE's high priority within the curriculum and status as an academic subject are clearly articulated
- that the legal framework for RE is upheld within the school
- that the Statement of Entitlement for RE is adhered to within school
- that all pupils make progress in achieving the learning outcomes of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
- teachers newly-appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- that clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress
- that clear information is provided for parents on the RE curriculum and the right to withdraw
- appropriate support is in place to ensure the effective provision of RE
- engage with the diocese when developing the school's RE curriculum and adapting schemes and frameworks, such as a locally agreed syllabus, to the school's context
- monitor RE effectively in accordance with the Statement of Entitlement.

The Right of Withdrawal from Religious Education

In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. Students aged 18 or over have the right to withdraw themselves from RE. Parents also have the right to withdraw their child from part of RE and can do so without giving any explanation. Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE. If a teacher wishes to withdraw from the teaching of RE, a letter requesting this must be submitted to the head of the school and its chair of governors. If a teacher withdraws from the teaching of RE, the school must still make provisions for the pupils to receive their entitlement to RE.

At Broadwas CE Primary School we believe that Religious Education helps all children, irrespective of their own religious beliefs, understand the world around them and the communities in our world. We wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from RE on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

Any request from a parent for the withdrawal from RE must be made to the Headteacher. All requests will be granted, and parents are under no obligation to provide a reason for their decision. Once a request has been received and granted by the headteacher, parents may be offered an opportunity to discuss the nature of RE within school, to support the school's understanding of the parents' decision. We would welcome the opportunity to talk with you about Religious Education in the school; however, parents are under no obligation to take up this offer and it is not conditional on a request for withdrawal being granted. Should parents take up the offer of a discussion, the school may seek to establish the religious issues about which the parent objects to their child being taught.

If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the governing body every 2 years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- a change in Agreed Syllabus
- Change in Church of England Statement of Entitlement
- a change in legal position framework for RE

Approval / review by Governing Body:

Head Teacher signed:

Date: 11th May 2026

Chair of Governors signed:

Date: 11th May 2026

Date of next review:

Date: May 2028

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