



# Denver VC Primary School

## Religious Education Policy

### Introduction

As a church school, our values are based on Christian principles, and we have an ethos of hard work and mutual respect.

Our shared Christian vision seeks to recognise whatever is good in each individual through the way we Discover, Value, Celebrate and Praise each other.



Let your light shine (Matthew 5:16)

Our vision is lived out through our exploration of our Christian values: thankfulness, peace, wisdom, hope, tolerance, perseverance, friendship, generosity, justice, compassion, forgiveness and love.

**We aim to** develop the whole school community, promoting the academic, social, emotional, physical, spiritual, and aesthetic aspects of the individual.

This is the starting point of all our policy writing so that we can encourage all members of our community to 'Let their light shine' surrounded by a safe, enabling and encouraging environment.

<b>Formally adopted by the Governing Board of:</b>	<b>Denver VC Primary School</b>
<b>On:</b>	<b>2<sup>nd</sup> February 2026</b>
<b>Chair of Governors:</b>	<b>Carole Reich</b>
<b>Last updated:</b>	<b>18<sup>th</sup> September 2024</b>

## **Policy for Religious Education**

### **Aims**

The broad aims of religious education (RE) are set out within the Peterborough, Cambridge and Rutland Locally Agreed Syllabus (2023-28) and the Church of England Education Office Statement of Entitlement (2019). The purpose of religious education is to promote religious literacy. By this we mean that pupils are able to hold balanced and well-informed conversations about religion and belief.

At Denver VC Primary, Religious Education is an important part of our school curriculum and plays an integral role in all we do. We follow the Cambridgeshire Locally Agreed Syllabus (2023-28), Understanding Christianity and the Emmanuel Project.

The aims of religious education are to enable pupils to:

- To acquire and develop an understanding of Christianity as a diverse global living faith that influences the lives of people worldwide
- Develop the ability to explore, reflect on and respond to human experience, drawing on the study of religion
- To develop a respect for religious traditions, beliefs and practice
- To grow and nurture spiritual development
- To develop awe and wonder
- To develop skills and attitudes which support personal, moral, social and cultural development
- To explore questions and issues in the news and in other religions
- To analyse our own beliefs and values
- To reflect on feelings, relationships, experiences, questions, beliefs and practices
- To make links with all religions and to empathise and understand
- To develop an enquiring mind

The curriculum for RE is designed to ensure religious literacy lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between theology, philosophy and the human/social sciences.

**Theology (Thinking through Believing):** This examines where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

**Philosophy (Thinking through Thinking):** This is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence.

Human/Social Sciences (Thinking through Living): This explores the diverse ways in which people practice their beliefs, both now and in the past. It engages with the impact of beliefs on individuals, communities and societies.

We recognise that our pupils may come from a variety of religious and secular backgrounds and welcome this diversity. Our religious education programme seeks to be sensitive to the home background of each child; it's not the function of RE to promote or disparage particular religious views. We want children to learn about religion and to learn from religion.

### **Teaching RE**

Religious education uses an enquiry-based approach to learning. This approach enables pupils to focus on an enquiry question which explores aspects of the theological, philosophical and human/social sciences. A range of teaching strategies are used to ensure learning is challenging and relevant including the use of art, music, thinking skills, artefacts and stories. Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2. This time is arranged in a range of ways, including discrete weekly lessons and RE days. We aim to become closer to 10% through three RE enrichment days, two of which focus on Christianity. RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Years areas of learning.

In accordance with the Statement of Entitlement (2019), at least 50% of RE curriculum time is allocated to the teaching of Christianity.

We use the resources The Emmanuel Project and Understanding Christianity to deliver RE across the school.

### **The Right of Withdrawal from RE**

Parents may ask for their children to be withdrawn from RE and Collective Worship in accordance with the 1988 Education Reform Act and the 1996 Education Act. Reasons for withdrawal do not have to be given and withdrawal will be acted upon immediately.

Parents are asked to contact the Headteacher if they wish to exercise their right to withdraw. Arrangements for supervision will be made, although additional educational provision will not be provided.

### **Role of the RE Leader**

- To ensure that the RE policy is implemented and to keep up to date with reviews
- To have oversight of the RE curriculum and keep up to date with local and national changes
- To monitor, review and update resources
- To monitor pupil progress and achievement
- To develop links with the Church and Diocese
- To coach, mentor and support teachers in developing their strengths in teaching RE, including planning, arranging and delivering CPD as appropriate
- To liaise with parents to ensure all children receive their entitlement

### **Entitlement and Inclusion**

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self-esteem.

### **Monitoring and Evaluation**

The RE subject leaders will monitor RE provision through observation, learning walks, looking at work, looking at floor books, talking to children and reviewing the curriculum with staff.

### **Assessment and Recording**

Assessment in RE is based on the attainment targets set out in the Locally Agreed Syllabus. Progress is monitored through observation, discussion, and recorded work. Achievements are reported annually to parents as part of the school's reporting system.

### **Parental and Community Involvement**

Parents are encouraged to involve themselves in RE within the school. Parents are invited into school to look at their children's work, and a report on their child's progress in RE is given out annually. The community is encouraged to support the teaching of RE through visits and visitors.

### **Inspection**

The effectiveness of the RE curriculum is inspected as part of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection.

### **Policy Review**

The implementation and impact of the policy will be evaluated through the school's self-evaluation process. The policy will be reviewed every year.

### **Links to Other Policies**

A separate policy is available for Collective Worship.