



Religious Education Policy

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Ratified By: Full Governing Body



'Live life in all its fullness' (John 10:10)

Our School Vision

At Kineton Church of England Primary School, our vision is inspired by our Christian foundation and values. We believe every child is a unique individual, created in the image of God, and our school is a place where children can grow spiritually, morally, socially, and academically. Religious Education (RE) plays a key role in developing pupils' understanding of the world around them and their place within it, encouraging respect, reflection, and responsibility.

At Kineton Primary School, we all aspire to believe, grow and achieve as we strive to be who God calls us to be and live life in all its fullness.

Believe

Guided by our Christian values, we encourage everyone in our school to **believe** in themselves and others. We **believe** in treating them as individuals, supporting them as they build confidence, discover their own strengths and develop a lifelong love of learning.

Grow

We create a nurturing environment both inside and outside the classroom. Through inspirational teaching, creative use of our large open spaces and partnership with our local community, we encourage our children to **grow** in their knowledge and abilities.

Achieve

We support, encourage and motivate everyone at our school on their path to future success. We aim to help them fulfil their potential and **achieve** more than they ever thought possible.

The Purpose of RE

RE is central to the life of our school. It enables pupils to explore life's big questions and develop their own beliefs and values. RE helps children make sense of religion, spirituality, and moral issues, both personally and within wider society. Through high-quality RE teaching, we foster empathy, tolerance, and a deep sense of community and global awareness.

Legal Context

As a Church of England School, Kineton follows:

- The Coventry & Warwickshire Religion and Worldviews Agreed Syllabus for Religious Education (2024-2029)
https://www.churchofengland.org/sites/default/files/2024-12/coventry-and-warwickshire-agreed-syllabus-2024-2029_0.pdf;
- The Understanding Christianity resource <https://understandingchristianity.org.uk/>;

- The Church of England's Statement of Entitlement for Religious Education (2019)

<https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf>;

We provide RE in accordance with our trust deed and the national requirements. As such, Christianity is the core religion studied, alongside other principal world religions and non-religious worldviews.

The Principal Aim

The principal aim of RE is to engage pupils in a curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith. Pupils will be given opportunities to understand and make links between the beliefs, practices and value systems of a range of faiths and world views. This will be through systematic enquiry into significant human questions which religion and world views address, so that pupils can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

The Aims of RE

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand Christianity as a living faith, so that they understand:
 - Its diversity in different communities and amongst individuals within Britain and beyond.
 - how it influences the lives of people worldwide
 - it is the religion that has most shaped British culture and heritage.
2. Know about and understand a range of religions and world views, so that they can:
 - describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
 - show respect for different views and interpretations
 - identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and world views.
 - appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
3. Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:
 - explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.

- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
 - appreciate and appraise varied dimensions of religion.
4. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:
- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
 - enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
 - articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Curriculum Implementation

RE is taught weekly through a carefully sequenced and balanced programme. Our curriculum is made up of:

- Understanding Christianity units (making up at least 50% of teaching time)
- Coventry and Warwickshire Agreed Syllabus units, covering religions such as Islam, Judaism, Hinduism, and worldviews such as Humanism

RE is delivered using a range of teaching methods including discussion, storytelling, drama, art, music, visits, and visitors from faith communities.

Understanding Christianity

The **Understanding Christianity** syllabus is structured around a framework that supports pupils in developing a deep and coherent understanding of Christian belief and practice. It is built around **eight core concepts** which represent key theological ideas in Christianity:

- God
- Creation
- Fall
- People of God
- Incarnation
- Gospel
- Salvation
- Kingdom of God

Each Understanding Christianity unit follows an enquiry-based model structured around three key elements:

1. Making Sense of Beliefs
2. Understanding the Impact
3. Making Connections

Coventry and Warwickshire Agreed Syllabus

The Agreed Syllabus is structured around seven core concepts, repeatedly encountered as part of a spiral curriculum where these concepts are revisited from the different angles provided by a) case studies from a range of religions and worldviews, b) different 'ways of knowing' about religion and worldviews through the methods and tools of disciplines of study, c) the additional perspectives that come with age and maturity as pupils move through the education system. The seven core concepts are:

- Belonging and Believing
- Wisdom and Guidance
- Personal Responsibility
- Living Well
- Authority and Power
- Changes
- Grand Narratives

Planning

The R.E. subject leader has created a long-term plan for R.E. which balances units from the Agreed Syllabus and Understanding Christianity. It ensures that at least 50% of R.E. curriculum time has Christianity as the majority religion being studied, in line with the Church of England Statement of Entitlement. Each year group will learn some units from the Agreed Syllabus and some from Understanding Christianity. All classes undertake units on Incarnation and Salvation.

Assessment and National Expectations in RE

The curriculum's key question documents set out the knowledge, skills and understanding that pupils with different starting points are expected to have by the end of the unit.

Assessment Sheets are created at the end of each unit for each year group, in which the teacher assesses whether the children are beginning, developing, secure or working at greater depth in their R.E. knowledge and skills. In Agreed Syllabus units, these are sorted into Believing, Expressing and Living. In Understanding Christianity units these are sorted into Making Sense of the Text, Understanding the Impact and Making Connection. Any child achieving significantly below or above this will also be highlighted, in line with the school's assessment policy. This information is then forwarded to the RE subject leader who uses the information to monitor RE across the school and support teachers in making any necessary changes to curriculum delivery.

The contribution of RE to the spiritual, moral, social and cultural development of pupils

Our school vision is a key driver in providing opportunities for personal development. However we also adopt a whole school and cross curricular approach to support and inform the development of our pupils.

Spiritual development

Spiritual development within RE enriches and encourages the pupils' interpretation of God as creator, redeemer and sustainer, of their 'inmost being' and of the wonder of the environment, enabling them to flourish.

Moral development

The school's approach to moral development is based on the teachings of Jesus Christ and other religious figures, which offer pupils a secure foundation stone on which to make decisions and build their lives. We teach the 'golden rule' of Christianity- 'treat others as you wish to be treated' and refer to Jesus' teaching – be kind to one another. Our behaviour policy emphasises forgiveness, which is also one of our school values.

Social development

Social development develops pupils' understanding of what it means to live in a diverse community where the school's vision, based on Christian values, is put into practice.

Cultural development

Cultural development provides opportunities to develop an understanding of Christianity and other religions as worldwide, multi-cultural faiths that have an impact on the lives of millions of people.

Assessment

RE is assessed in line with the learning outcomes from both the Understanding Christianity resource and the Agreed Syllabus. Teachers use ongoing formative assessment and record progress each term. Work in RE is marked and celebrated in line with whole-school policies.

Inclusion

RE is accessible to all pupils regardless of background or ability. We differentiate appropriately and ensure tasks are meaningful for pupils with SEND. Children are encouraged to share their own beliefs in a respectful and safe environment.

Collective Worship and RE

RE is distinct from collective worship. While both contribute to pupils' spiritual development, RE focuses on learning about and from religion, while collective worship offers an opportunity for reflection and worship rooted in Christian practice

Right of Withdrawal

Parents have the right to withdraw their children from all or part of RE. However, we encourage full participation as RE forms a vital part of our school's ethos and curriculum. Parents wishing to withdraw their child should meet with the Headteacher to discuss this.

Monitoring and Evaluation

The RE subject leader oversees planning, teaching, and assessment of RE. They support staff through training and curriculum development. Governors regularly review RE provision and monitor its effectiveness as part of their statutory role.

Partnerships and Community Links

We have strong links with St. Peter's Church in Kineton, and our RE is enriched through visits, clergy contributions, and celebration of Christian festivals. We also visit places of worship from other religions to promote understanding and respect.

Equal Opportunities

The school believes that it is important for all children to have access to opportunities for spiritual development and to develop understanding of religions and beliefs. Structured learning objectives are designed to support the less able and to extend the more able in ways which are sensitive to issues relating to personal belief and practice, cultural beliefs and lifestyles.

Reporting to parents.

Religious education is included in the annual report to parents