
Croughton All Saints CE Primary School

Religious Education Policy

September 2025



At Croughton School, we all belong as part of God's family. We foster each child's unique skills ensuring we are an inclusive and diverse community where each child feels safe and has a love of learning. We prepare children for their next journey in education and as global citizens by being respectfully curious, determined, resilient and kind.

'How wonderful, how pleasing it is when all God's people come together as one.'

(Psalm 133:1)

Reviewed by	Approved by	Date Approved	Next Review Date
S.Smith Headteacher L.Tite RE Lead	FGB	16 th October 2025	Sept 2027

"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 educate for dignity and respect encouraging all to live together. 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".
(Taken from the Statement of Entitlement – Church of England Education Office 2019).

The principal aim for Religious Education is "to enable pupils to hold balanced and informed conversations about religion and belief".
(Taken from the Diocese of Peterborough RE Syllabus and based on continuing Diocesan Adviser work on the Purpose of RE – www.reonline.org.uk/news/revision-rethinking-re-a-conversation-aboutreligious-and-theological-literacy/)

This principal aim incorporates the following aims of Religious Education in Church Schools as taken from the "Church of England Statement of Entitlement 2019". For pupils to:

- Know about and understand Christianity as a diverse global living faith through the exploration of core beliefs, using an approach that critically engages with biblical text;
- Gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied;
- Engage with challenging questions of meaning and purpose raised by human existence and experience;
- Recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and the wider world;
- Explore their own religious, moral, social, spiritual, cultural understanding and philosophical ways of living, believing and thinking.
- Develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions.
- Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith;
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning;
- Engage in meaningful and informed dialogue with those of other faiths and none;
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions

Introduction

Croughton All Saints CE Primary School pupils and their families can expect a high-quality religious education (RE) curriculum that is challenging, rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a

church school, the teaching of Christianity is at the heart of our RE curriculum. Using the Northamptonshire Agreed Syllabus we learn about both Christianity and other religions and world views, fostering respect for them and giving children the opportunity to draw comparisons to their own lives. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Aims

As stated in the Church of England Religious Education Statement of Entitlement, religious education in this school aims,

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Objectives

As stated in the Church of England Religious Education Statement of Entitlement, the following objectives are age appropriate at the end of our pupils' education in school. The expectation is that all pupils are religiously literate and as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and worldviews in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Teaching and learning

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher-level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and worldviews as lived by believers.

Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Rigorous assessment based on knowledge and understanding of core religious concepts shows that attainment is high and progress significant in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Listening to the teacher and each other
- Ask and discuss 'big' questions
- Reading of texts
- Seeking information for themselves in libraries and on computers
- Discussion with the teacher and other pupils
- Pair and group work
- Using a range of media such as artefacts, pictures, photographs, music and drama
- Visits and visitors
- Artwork
- Outdoor learning
- Time for reflection

Differentiation and Special Educational Needs

Policy and practice in religious education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including outcome, resource, support and pupil grouping. There is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

Breadth and balance

In the Reception class, children will receive a minimum equivalent of 60 minutes of RE teaching per week (some of this will be child-led experiences in provision), in Key Stage 1 and 2 - 1 hour. Although work on Christianity will predominate, taking up 50% of total RE teaching time, there will be in-depth work on the major world religions and on other world views as appropriate. As per the statement of entitlement, by the end of Key Stage 2, all children will have studied Christianity plus 3 other world religions (Hinduism, Islam, Judaism) plus humanism. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes, and develop respect for diversity.

Disciplinary lenses

As stated in the Northamptonshire Locally Agreed Syllabus (2025-2030) children must now learn in RE through 3 disciplinary lenses: **Philosophy, Theology and Social Sciences**.

'The disciplinary lenses used to design this syllabus ensure that there is balance within the curriculum and that pupils can develop and build on knowledge consistently throughout the syllabus. These aims are inclusive of what Ofsted highlights as "substantive, disciplinary and personal knowledge (ref)", and replace the previous attainment targets of 'learning about religion' and 'learning from religion,' as set out in the previous agreed syllabus.

Equal Opportunities

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and worldviews in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions will be treated with sensitivity and respect.

Relevance

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. This will be done through engaging pupils in an enquiry -based style of learning and by posing challenging questions to and by pupils.

Cross-curricular links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues, which arise in a range of subjects such as English, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work
- Be directly related to the expectations of the Northamptonshire Agreed Syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education. (Statement of Entitlement June 2016 The Church of England Education Office)
<https://www.peterboroughdiocese.org/media/childrenandschools/re/statementofentitlement.pdf>
- Produce and regularly review a subject policy to ensure that it remains up to date
- Produce a LTP which ensures progression and correct coverage of Christianity topics and other faiths as per the pupil's legal entitlement to religious education
- Ensure all teachers are aware of what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
 - Support colleagues and help develop their subject expertise.
 - Monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards.
 - Liaise periodically with governors to improve/maintain standards across the school
 - Seek opportunities for professional development for themselves and other staff.
 - Order resources.
 - Monitor end of term assessments.

- Observe the teaching of RE in school, providing support and guidance for teachers.
- Ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, CDs, DVDs and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and worldviews as appropriate.

Legal Requirements

From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision.

APPENDIX 1 – LONG TERM PLAN

LTP 25/26

Lenses Key:	Philosophy		Theology		Social Sciences	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	0.1 What special times do we celebrate? 1	0.2 Why is the nativity story important to Christians? 2	0.3 Where do we belong and what makes it special? 3	0.4 What stories are special and why? 1	0.5 Why is Easter an important time for Christians and what special things do they do at Easter? 2	0.6 What is special about the world? 3
Y 1/2	1.1 How do people know how to treat each other (Christianity and Judaism) 5	2.1 Part 1: Diversity within Islam: What do Muslims believe and how may they live? 2/4	1.6 Why are holy books special to Christians and Jews? 6	2.4 How do festivals bring people together? (Easter , Eid, Passover, Darwin Day) 1	2.3 Part 2: Diversity within Islam: What do Muslims believe and how might they live? 2/4	2.5 What do different people believe about forgiveness? (Christians , Muslims and Jews) 5
Y 3/4	3.1 Diversity within Hindu Dharma: What do Hindus believe and how might they live? 2	3.2 How and why are people welcomed into different communities? (Christians , Jews, Muslims and Hindus) 1	3.3 Diversity within Hindu Dharma: What do Hindus believe and how may they live? 4	4.4 What do Christians learn about the incarnation of Jesus? Do all Christians agree? 2	3.5 What do Jews learn about Passover? What special things might they do? 6	4.6 What do different people believe about the creation of the world? (Christianity and humanism) 3
Y 5/6	5.1 What is a worldview? What are the worldviews of people where I live? 1	UC unit Was Jesus the Messiah? 1	5.3 Is Easter a commemoration or a celebration for Christians ? 2	6.4 Why is it important for Muslims to fast during Ramadan? How does Ramadan impact Muslims' lives? 4	5.4 What are Jewish food laws (Kashrut) and how do these beliefs impact Jewish people in different ways? 5	5.6 What do different people believe about what happens when you die? How might this impact the way they behave in life? (all 5 worldviews) 6

LTP 26/27

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	0.1 What special times do we celebrate? 1	0.2 Why is the nativity story important to Christians? 2	0.3 Where do we belong and what makes it special? 3	0.4 What stories are special and why? 1	0.5 Why is Easter an important time for Christians and what special things do they do at Easter? 2	0.6 What is special about the world? 3
Y 1/2	1.2 What do Christians say God is like? 1	2.2 Is Christmas only special to Christians ? 6	1.3 Part 1: Diversity within Judaism: What do Jews believe and how may they live? 2/4	1.4 How can we care for the world? (Christianity and non-religious views) 3	1.5 Part 2: Diversity within Judaism: What do Jews believe and how may they live? 2/4	2.6 Why are holy places special to some people? (Christians , Jews and Muslims) 3
Y 3/4	4.1 Part 1: What is a humanist? What matters most to a humanist? 1	4.2 What do different people do at difficult times? What impact might it have on them? (Christians , Muslims, Hindus) 6	4.3 Part 2: What is a Humanist? What do they believe about living a good life? 5	3.4 Why is Jesus a special person to some religious people? How might this help Christians lead a good life? 5	4.5 What are the 5 pillars of Islam and how do Muslims live by them? 4	3.6 How do beliefs and ideas about land shape the way human beings live? (Christians , Muslims and Hindus) 3
Y 5/6	6.1 Are science and religion in conflict when it comes to creation? (Christianity) 2	6.2 What do Hindus believe about the cycle of life and death? How does it impact their lives? 5	5.5 Why is Prophet Muhammad so special to Muslims? How might this help Muslims lead a good life? 4	6.3 Why is Jerusalem a sacred place to people who follow Abrahamic religions? (Christians , Jews and Muslims) 1	6.5 Should we be able to use the natural world as we wish? (Christians, Jews, Humanists and Hindus) 3	6.6 What does it mean to be a Christian ? Exploring diverse beliefs and practices. 6