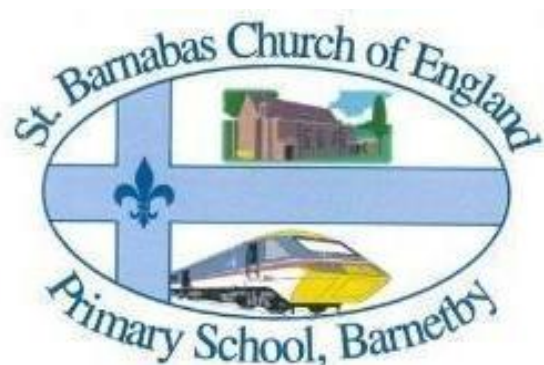


St Barnabas & St Helena's C of E Primary School Federation

"Learning Together to Unlock Our Potential"



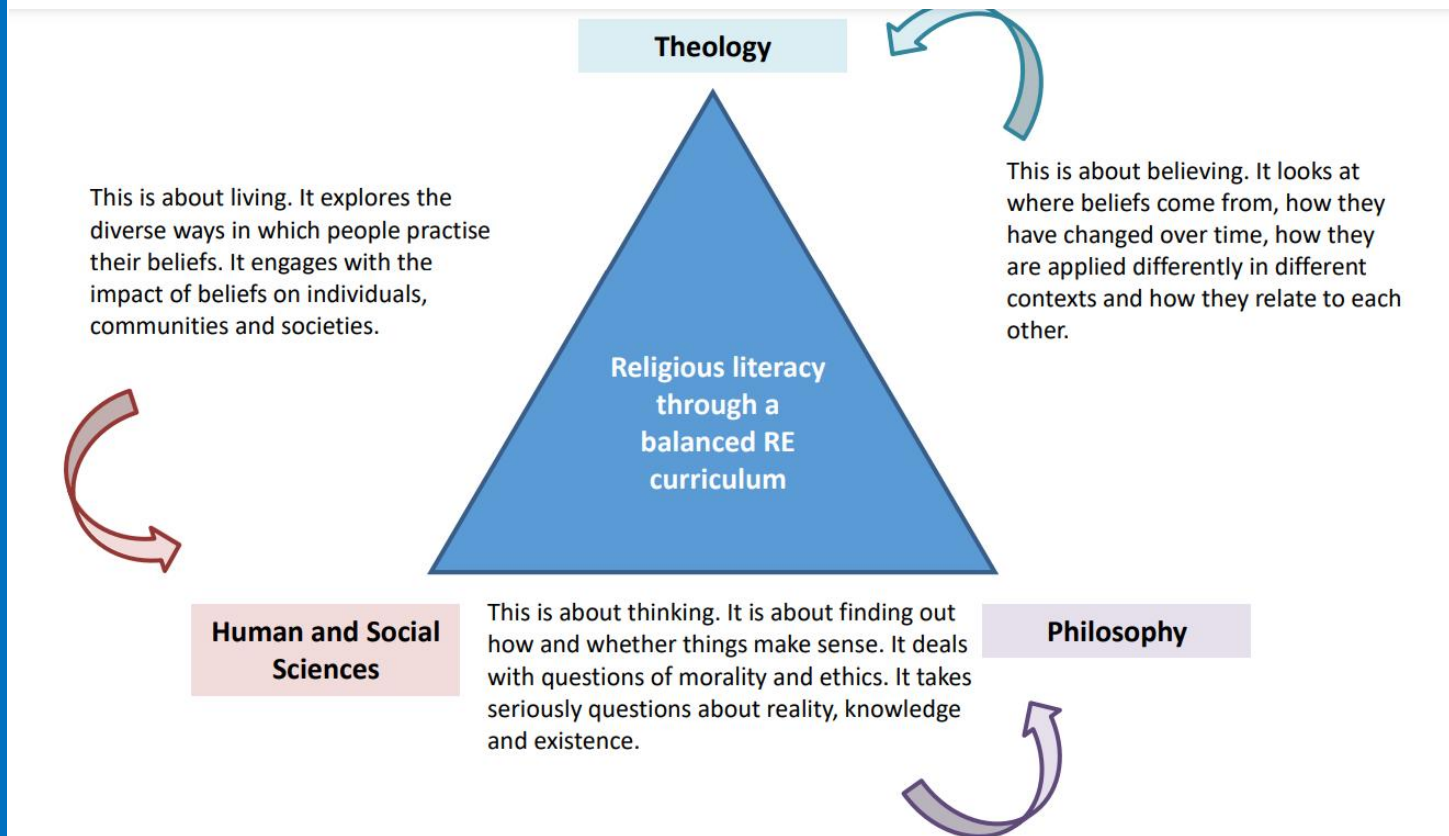
Religious Education Policy and Procedure 2026

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Religious Education Policy and Procedure 2026

Religious Education offers many opportunities for the spiritual, moral, social and cultural development of all young people. It is not unique in the curriculum in doing so, but does offer a number of unique perspectives which pupils are unlikely to cover in other subject areas.

Within each of our schools, these aspects of a pupil's development are talked about, studied, and explored, within the framework of the Lincolnshire Locally agreed syllabus for R.E 2018. This syllabus reflects the 'Balanced RE approach, which focuses on a balance between **believing** (theology), **living** (human/social sciences) and **thinking** (philosophy.)



The compulsory units focus on Christianity and Islam at KS1 and Christianity, Hinduism and Islam at KS2. In conjunction with the 'Lincolnshire Locally Agreed Syllabus,' the federation uses the Lincoln Diocesan Board of Education resource. This resource explores the significant theological concepts within Christianity as part of developing children's wider religious theological and cultural literacy.

When implementing this resource alongside the 'Agreed Syllabus,' the exemplar RE primary curriculum plans are used.

Aims

The aim of RE lessons throughout the federation are outlined within the 'Lincolnshire Agreed Syllabus 2018.'

Throughout the federation, we aim to produce pupils who are religiously literate and able to hold balanced and informed conversations about religions and belief.

Good RE should:

- develop pupils' knowledge and understanding of Christianity as well as other principal religions and world views
- focus on concepts as well as content, within the context of enquiry-based learning
- explore authentic religious material, e.g. sacred texts

- reflect diversity in terms of the changing religious landscape of the UK (see 2011 census below) so that they are prepared for life in modern Britain
- engage and challenge pupils
- reflect pupils' own experiences and provide a safe space for discussion
- present religious belief as a real, lived phenomenon, not something exotic or belonging to the past
- take into account the increase in the number of people with non-religious beliefs and identities
- provide opportunities for personal reflection and spiritual development
- help to prepare pupils for adult life, enabling them to develop respect and sensitivity for others

Skills in RE

Pupils should develop key skills in RE in order to enhance learning and this should be evident across key stages:

1. Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts.
2. Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences.
3. Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others.
4. Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols.
5. Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions.
6. Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue.

The Implementation of R.E

Teaching Objectives and Learning Outcomes for each key stage are found within the Lincolnshire Agreed Syllabus 2018.

Through these concepts, pupils encounter a range of biblical texts, placed within a wider theological context. They consider the nature of God and what it means for Christians to be in relationship with the Creator. They explore Christian understanding of the relationship between God and his people in the Old Testament, and make sense of messianic expectations and Christian belief in their fulfilment in Jesus.

Pupils explore the life, teaching, death and resurrection of Jesus within this wider historical and theological context. They consider the present and future aspects of the Kingdom of God.

Time Allocation

RE is usually taught within a weekly session in KS1 and KS2. However, these sessions may be moved within blocked times or so that the children can experience an RE day.

The recommended minimum time that is set out in the Dearing Report (1996):

- KS1: 36 hours per year.
- KS2: 45 hours per year

This equates to a minimum of 5% of the total teaching time.

Religions Covered

The programme of study for EYFS, Key Stages 1-2 includes compulsory and additional units. The compulsory units represent two thirds of RE curriculum time and the additional units represent one third of RE curriculum time. As the federation implements the LDBE resource, the plan is detailed to ensure that the units align to the Locally Agreed Syllabus and the Understanding Christianity units.

In addition:

- At Key Stage 1 pupils must study Islam
- At Key Stage 2 pupils must study Hinduism and Islam

- Other religions, beliefs and worldviews can be studied alongside the core religions as a point of comparison, but not as the focus of study.
- Other religions, beliefs and worldviews can be investigated in depth as part of the additional units.

Key areas of enquiry

1. God: What do people believe about God?
2. Being human: How does faith and belief affect the way people live their lives?
3. Community, worship and celebration: How do people express their religion and beliefs?
3. Life journey: rites of passage: How do people mark important events in life?

Curriculum Planning in Religious Education

We plan our religious education curriculum in accordance with the Lincolnshire Agreed Syllabus. We ensure that the topics studied in religious education build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school. As we teach children in mixed age classes, in order to ensure coverage by all children we have worked on developing a 2 year cycle for the teaching of RE, ensuring that the Locally Agreed Syllabus is covered and that children receive the teaching in a progressive and consistent way.

We carry out the curriculum planning in religious education in three phases (long-term, medium-term and short-term).

EYFS

EYFS	What Makes Me Special?	Who is Special to Different People?	Which Stories are Special to Different People?	How Do Different People Celebrate their Special Times?	What Places are Special to Different People?	If the World is Special, How Should We Treat It?
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Key Stage 1

At Saint Barnabas and Saint Helena's, we deliver two units from the list below. One unit should be covered during each year.

1. Places of worship

At least two religions; at least one must be a religion/belief system other than Christianity and Islam. Symbols, architecture, worship, diversity, practices, connections with key beliefs, etc. Schools should utilise local places where possible.

2. Creation/the natural world

At least two religions; at least one must be a religion/belief system other than Christianity and Islam. Religious/non-religious accounts of the origins of the universe; key religious beliefs about the natural world and human interaction with the natural world.

3. Thankfulness

At least two religions; at least one must be a religion/belief system other than Christianity and Islam. Religious/non-religious beliefs about thankfulness and gratitude; examples of religious festivals/practices that focus on saying thank you, e.g. Eid, Sukkot, Harvest, Holi

4. In-depth study of another religion/belief system

At least one religion/belief system; must be a religion/belief system other than Christianity and Islam. Key beliefs, practices, festivals, symbols, etc. Opportunities to compare and contrast with compulsory units.

5. Any other study designed by the school

At least two religions; at least one must be a religion/belief system other than Christianity and Islam.

Key Stage 2

Across the federation, we deliver four units from the list below. One unit must be covered each year.

1. Pilgrimage

At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam. Enquiry into journeys carried out by religious people - motivations for the journey, key destinations, practices associated with the journey, key beliefs expressed by the journey, etc.; opportunity to include local places of pilgrimage.

2. Forgiveness

At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam. Religious/non-religious beliefs about forgiveness; examples of religious festivals/practices/stories that focus on saying sorry and asking for forgiveness, e.g. Yom Kippur, Diwali, Easter.

3. Expressing belief through the arts

At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam. Exploring diverse ways in which religious and non-religious people express their beliefs through the arts; could include local case studies.

4. Big Questions

At least two religions; at least one must be a religion/belief system other than Christianity, Hinduism and Islam. Enquiry into the 'big questions' asked by religions/belief systems, e.g. 'Who am I?', 'what is a good life?', 'does God exist?', 'is there life after death?', etc.

5. Spirituality and New Religious Movements

At least two examples of spirituality/New Religious Movements Exploring what is meant by the term 'spirituality' and how this relates to religion as a formal system of beliefs and practices; exploring examples of New Religious Movements and considering reasons for their rise in popularity in the twenty-first century; opportunities to compare and contrast with other religions studied at KS2.

Delivery of R.E

In K.S 1 and K.S 2, R.E is mostly taught as a discrete subject with links made to other Curriculum areas where possible. R.E is delivered in class-based groups using a variety of Teaching methods. These include first-hand experience, visitors, visits, use of white boards and other audio visual materials. Teachers should consider all styles of learning within their short term plans. In EYFS R.E is taught both discretely and through continuous provision as suits the unit and the children.

Teaching and Learning Style

We base our teaching and learning style in R.E. on the key principle that good teaching in R.E allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the R.E. curriculum as well as our Federation Christian Values. Our teaching and learning styles in R.E. enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We organise visits to local places of worship, and invite representatives of local religious groups to come into school and talk to the children and join us to lead worship. They study particular religious faiths and also compare the religious views of different faith Groups on topics such as rites of passage and festivals.

Foundation Stage:

The Foundation Stage also follow the Lincolnshire Locally Agreed Syllabus. In the Foundation stage a more integrated approach to the curriculum takes place and therefore there is no requirement for an hour of R.E. to take place, although towards the end of the year in the Foundation stage this may be more evident. Teachers should consider the most appropriate forms of delivery for the objectives alongside the abilities and needs of their children. The agreed syllabus is linked to the EYFS areas of the Unique Child, positive relationships, enabling environment and learning and development

Differentiation and Access

R.E will be planned and provided to take account of the needs and abilities of all pupils.

We recognise the fact that all classes in our school have children of widely differing abilities, and sometimes ages, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability and age of the child.

We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty
- Grouping the children by ability and setting different tasks for each ability group
- Providing resources of different complexity, adapted to the ability of the child;
- Using teaching assistants to support the work of individuals or groups of children

RE and Inclusion

At our school we teach religious education to all children, whatever their ability and individual need. Religious Education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all children to make good progress.

Withdrawal from R.E

Parents/carers may withdraw their children from all or part of the RE curriculum. They do not have to provide a reason for this and the school must comply with the request. It has a responsibility to supervise any pupils who are withdrawn from RE but is not required to provide additional teaching or incur extra costs. If parents/carers wish their child to receive an alternative programme or RE it is their responsibility to arrange this.

Neutrality of Staff

Staff should ensure that they do not represent a particular faith or denomination when they are teaching about religions. The use of phrases such as "Christians believe" "Hindus believe" etc; is to be encouraged.

Assessment, Record Keeping and Reporting

Progress and achievement in R.E is reported to parents annually.

The role of the coordinator

- To produce a policy for R.E. and update it as necessary.
- To produce and update suitable schemes of work reflecting the requirements of the Agreed Syllabus and the particular needs of the school.
- To ensure implementation of the Agreed Syllabus
- To monitor the teaching of R. E. in the school and the work and assessment of pupils.
- To monitor continuity and progression in R.E.
- To be aware of staff development needs and play a role in the professional development and in-service training of teachers with regard to R.E.
- To liaise with other subject coordinators, governors, cluster group and advisory service.
- To help in the induction of staff new to the school, help and support teachers.
- Provide sustained leadership and direction for R. E. and act as a good model through own work and classroom.
- To be aware of current development in R.E. and act as a source of information.
- To organise and manage resources, ascertain needs, purchase, distribute and organise storage and maintain stock.

The role of the governor for R.E

To meet with the coordinator for R. E.

To be familiar with the National and local requirements for R.E, the schools policy and how R.E is taught in the school.

To be able to feedback relevant information to the governing body about R.E in our school.

Monitoring of R.E

R.E. will be monitored termly by learning walks, work scrutiny, displays of children's work, looking at teachers planning, discussion with pupil's and lesson observations if appropriate.

Resources

SACRE Website East Riding

R.E. Junior Online Website

LDBE resources

Books, posters, audio-visual resources and artefacts (Resource room)

Artefacts should be returned to appropriate storage area when not in use.

Other resources can be obtained from the Bilingual Support Service and the Teacher's Centre.

Visits and visitors should be used where possible to illustrate aspects of the schemes of work.

Visitors should be fully briefed by the class teacher/R. E. coordinator about the purpose of their visit.

Reviewed summer 2026