

# RE Policy

## Aspire Federation


*'Let your light shine!'*



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Signed: ...  .....

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Date: .....21.1.26.....

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## Statement of intent

Aspire Federation schools recognise the effect that an inclusive teaching style can have on pupils' progress, both inside and outside of the school environment. At our schools, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development, in accordance with the locally agreed syllabus of the Lincolnshire Local Authority.

The schools have created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils know how to plan, practice, and evaluate their work.
- All pupils understand all elements of RE, as per the locally agreed curriculum.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.

At Aspire Federation schools, Religious Education (RE) is a core element of our curriculum and plays a significant role in promoting the Christian values and ethos of our Church of England school. RE supports pupils in developing knowledge, understanding, and respect for people of all faiths and none, recognising the importance of religious literacy in modern British society.

This policy outlines our aims, curriculum structure, teaching approaches, and assessment procedures for the delivery of RE across the school.

## **Our Church Vision and Values in RE**

As a Church of England schools, our Religious Education is rooted in our Christian vision:

### **Let their light shine.**

William Hildyard -

In our school community, we grow well-rounded individuals, who utilise our Christian values to prepare for the challenges of the wider world. We provide a safe, nurturing and inclusive environment where individuality is celebrated. We support the children to develop curious minds and enable happy, confident learners to reach their full potential.

St. George's –

Our Christian values are at the heart of all we do. We provide an inclusive and nurturing space which allows children to celebrate their uniqueness and supports them to become confident, resilient and independent learners. We encourage children to develop curiosity and have enquiring minds, to enable all to flourish and reach their full potential within our school and as part of the wider community.

### **Matthew 5:14-16**

*You are the light of the world. A town on a hill cannot be hidden.*

*Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house.*

*In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.*

Religious Education is shaped by our Christian vision and underpinned by the values that define our school community: **friendship, generosity, thankfulness, forgiveness, respect, courage, community, peace, joy, hope, wisdom, and dignity**. These values are woven throughout our RE curriculum and guide the way pupils learn about faith, belief, and the world around them.

Through our values, we aim to ensure that RE:

- **Friendship & Community:** Encourages pupils to work together, listen well, and appreciate the diverse communities they belong to.
- **Generosity & Thankfulness:** Helps children recognise the importance of giving, gratitude, and understanding the beliefs that inspire these virtues.
- **Forgiveness & Peace:** Supports pupils in exploring themes of reconciliation, peace-building, and living well with others.
- **Respect & Dignity:** Promotes the inherent worth of every person, regardless of belief, background, or worldview.
- **Courage & Hope:** Inspires pupils to ask deep questions, tackle challenging ideas, and consider hopeful responses to life's big issues.

- **Joy & Wisdom:** Encourages an attitude of curiosity, celebration, and thoughtful reflection in learning about religion and the world.

These values are integral to pupils' spiritual, moral, social, and cultural development. In RE, they help pupils to understand how Christian teaching and other faith traditions shape people's decisions, actions, and relationships. Our aim is that every child is supported to flourish—academically, socially, and spiritually—through an RE curriculum that reflects our vision and nurtures their whole development.

Through RE, we aim to bring our Christian vision to life by nurturing each child's spiritual development, moral understanding, and appreciation of diversity within God's world. Our curriculum encourages pupils to consider how our values can be lived out in everyday life, empowering them to flourish academically, socially, and spiritually.

## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

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The Statutory Inspection of Anglican and Methodist Schools (SIAMS) Framework

The Lincolnshire Agreed Syllabus for Religious Education

The Education Act 1996

The Education Act 2002

The School Standards and Framework Act 1998

This policy has been created with regard to the following statutory and non-statutory guidance:

DfE 'Religious education in English schools: Non-statutory guidance 2010'

DfE 'Statutory framework for the early years foundation stage'

As a voluntary aided Church of England primary schools, we follow the new Lincolnshire Agreed Syllabus in full, with additional enrichment in Christian teaching to reflect our foundation and ethos.

## 2. Roles and responsibilities

**The subject leader is responsible for:**

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Managing and maintaining writing resources.
- Liaising with the SBM to purchase further resources.
- Liaising with teachers across all phases.

- Communicating developments in the subject to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing, and monitoring staff CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Collating assessment data and setting new priorities for the development of RE in subsequent years, with the support and agreement of SLT.
- Reviewing and updating long-term and medium-term lesson plans on an annual basis and communicating these to teachers prior to the start of a new term.

**Classroom teachers are responsible for:**

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally agreed syllabus of the Local Authority.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally agreed syllabus of the Local Authority.
- Liaising with the subject leader about key topics, resources, and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.
- Reviewing and updating short-term lesson plans, building on the medium-term lesson plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

**The SENCO is responsible for:**

- Liaising with the subject leader in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the RE curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.

- Advising staff on the inclusion of learning objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

### **3. EYFS**

All children in the EYFS will be taught RE as an integral part of their learning, in line with the following Early Learning Goals:

- Personal, social, and emotional development
- Understanding the world

All children will encounter religions and worldviews through multiple methods of teaching, e.g. books, educational visits, and storytelling.

All children will reflect on their feelings and experiences.

Teachers will encourage imaginative play and curiosity in children.

All RE teaching and learning will have regard to the most up-to-date version of the DfE's [EYFS framework](#).

### **4. Curriculum**

RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.

The school will make provisions to account for parents' right to withdraw their child from RE lessons.

All pupils will have a high quality, coherent and progressive experience of RE.

The school will decide the attitudes and skills it wishes to emphasise across a school year or key stage, which meets the needs of the pupils.

The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.

Pupils will be introduced to issues of right and wrong, good, and evil, conflict and justice.

Good practice for the curriculum includes:

- Exploring controversial issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.
- Learning outside the classroom by participating in educational visits.

- Introducing themed days and worships which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.

#### **4.1 Curriculum Basis**

RE for the Aspire Federation schools is based on the new Lincolnshire Agreed Syllabus (2025-30).

Christian teaching and Bible-based learning remain central to our RE provision as Church schools.

#### **4.2 Curriculum Aims**

Through high-quality Religious Education we aim to:

Develop pupils' religious literacy, enabling them to understand the beliefs, practices, and impact of a range of religions and worldviews.

Encourage curiosity, reflection, and critical thinking.

Support spiritual, moral, social, and cultural development (SMSC).

Foster respect, tolerance, and empathy within a diverse society.

Equip pupils with the ability to articulate their own personal beliefs while appreciating those of others.

#### **4.3 Curriculum Content**

In accordance with the Lincolnshire Agreed Syllabus, pupils learn about Christianity and a range of principal world religions, including but not limited to:

Christianity

Islam

Hinduism

Judaism

Sikhism

Buddhism

Humanism and non-religious worldviews (as recommended in the syllabus)

The syllabus ensures a balance between:

Theology (believing)

Philosophy (thinking)

Human/Social Sciences (living)

As Church schools, Christianity is taught in every year group, with at least 50% of RE curriculum time dedicated to Christian learning, as recommended by SIAMS.

## **5. Teaching and Learning**

The RE curriculum is delivered at least once a week for KS1 and KS2.

Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain.

Classroom teachers encourage pupils to discuss topics covered in RE with their peers and as a whole class.

During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.

To improve understanding of the topic, several methods of teaching are deployed, including but not limited to:

Enquiry-based learning

Discussion, debate, and questioning

Storytelling and text-based exploration

Encounters with sacred texts, artefacts, and traditions

Visits to places of worship

Opportunities for creative expression

All teaching is non-confessional. Pupils are not asked to accept any religious belief as true; rather, they are encouraged to understand and reflect.

To improve communication and language in the classroom, teachers will encourage pupils':

- Organisation, clarification and sequencing of thoughts, feelings, and ideas.
- Development of their own narratives in relation to the stories they hear in lessons.
- Exploration of their feelings and emotions towards set narratives.

## **6. Planning**

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Planning for RE will comprise long-term, medium-term and short-term planning which will be undertaken by the relevant member of staff, e.g. the classroom teacher.

Long-term plans will be created by the subject leader and will include the topics studied during each term in the key stage.

Medium-term plans will be established by the class teacher with support of the subject lead, where necessary, and the details of work studied each term will be outlined for the teacher to build upon.

Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher and referred to the subject leader for verification.

Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.

Medium-term plans will identify the main learning objectives of RE, learning activities and differentiation. This information will be shared with the subject leader to ensure there is a visible progression between years.

## **7. Assessment and reporting**

Assessment in RE is aligned with the expectations of the Lincolnshire Agreed Syllabus.

Teachers assess:

Knowledge and understanding of religious and non-religious worldviews

Ability to interpret and ask questions

Reflection and personal response

Assessment is diagnostic, formative, and summative. Methods of assessment include written work, oral contributions, creative outcomes, and enquiry tasks.

Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on pupils' attitudes towards RE and understanding of the key concepts.

## **8. Equal opportunities**

All pupils will have equal access to the RE curriculum.

Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.

Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

## **9. Monitoring and Review**

This policy will be reviewed by the Executive Headteacher, Head of School and RE subject leader every two years, or sooner if required by changes in local or National guidance. Any changes to this policy will be communicated to all staff and other relevant parties.

The next scheduled review date for this policy is December 2027.