This policy template has been written considering the latest Statement for Entitlement guidance (2026) and the SIAMS framework (2025)

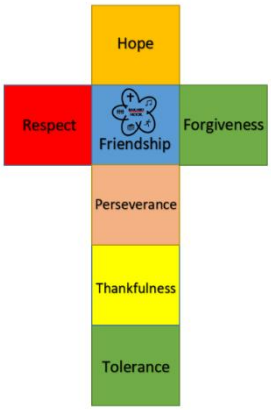
Barmby Moor CE Primary School

Religious Education Policy



Respect, Aspire, Achieve

Our School Vision is to work as a community within the school's Christian ethos. We learn about world faiths alongside our Christian Values to work towards creating an Outstanding school where all can flourish. Through the provision of a broad and balanced curriculum we encourage every child to develop lively, creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.



Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip each child to "I have come that they may have life, and have it to the full" (The Gospel of John – Chapter 10, verse 10).

We will realise our Vision by:

- demonstrating, as a Church school, our Christian values in action
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- Targets are challenging and achievable.

The essential place of religious education (RE) in a Church school flows from our deep commitment to the flourishing of every child articulated in our Vision for Education. This document sets out the aim for young people to leave school with a rich and well-informed understanding of Christianity. Equally important is the development of a commitment to generous hospitality, expressed through deep respect for the integrity of other religious and

belief traditions and for the religious freedom of every individual *(Religious Education Statement of Entitlement February 2026).*

This policy has been adopted by the Governors/Directors in consultation with the RE subject leader and teaching staff. It was approved in April 2026 and will be reviewed on April 2029.

This policy should be read in conjunction with other policies in school including: SMSC, Collective Worship, PSHE, Teaching and Learning, Assessment, Marking and Feedback and other curriculum policies.

Introduction

At Barmby Moor CE Primary School, pupils and their families, can expect a high-quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of religious and non-religious worldviews.

We teach according to the Hull and East Riding Agreed Syllabus 2022.

We teach RE as a core part of our school curriculum to help our pupils develop their religion and worldview literacy. We understand this to be our pupils' ability to hold informed, balanced and critically-engaged conversations about religions and beliefs, including their own. RE in our school is delivered in an objective, critical and pluralist manner.

As a Church of England school, we recognise the core place that RE occupies as part of a broad and balanced curriculum. We also understand the contribution of effective RE to our journey towards realising our school's distinctively Christian vision.

We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith and belief practitioners from a range of religious and non-religious worldviews and we value their contribution to our provision of effective RE.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of religious and non-religious worldviews.

Intent for RE / Aims and objectives

BARMBY MOOR CE PRIMARY SCHOOL INTENT, IMPLEMENTATION AND IMPACT

Here, at Barmby Moor CE Primary School, the aim of Religious Education is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain; to appreciate the way that religious beliefs shape life and our behaviour, develop the ability to make reasoned and informed judgements as well as respect and tolerance about religious and moral issues and enhance their spiritual, moral, social and cultural development.

Religious Education is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of our school using our School Vision which is underpinned by our 7 Christian Values. At Barmby Moor, Religious Education plays an important role, along with all other curriculum areas, particularly PSHE in promoting the spiritual, moral, social, and cultural development of our children.

Implementation

At Barmby Moor, it has been agreed that having taken into account the requirements and guidelines presented in the East Riding Agreed Syllabus 2022, the following religions have been selected for study:

Key Stage 1 children will study Christianity, Judaism and Buddhism.

Key Stage 2 children will study Christianity, Judaism, Islam and Buddhism.

Humanism is studied as a non-religious World view across both Key Stages.

As Barmby Moor is a Church of England Primary School, Christianity is the predominant religion which is taught within school. As well as following the East Riding Agreed Syllabus 2022 for religious education we also use the Church of England resource 'Understanding Christianity' and 'RE Today' with the aim to deepen our student's knowledge.

There are no presumptions made as to the religious backgrounds and beliefs and values of the children and the staff. We value the religious background of all members of the school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity and we value the links, which are, and can be made between home, school, and a faith community. We acknowledge that each religion studied can contribute to the education of all our pupils. We promote teaching in Religious Education that stresses open enquiry, discussion and first-hand experiences wherever possible for both staff and children.

Impact

The children at Barmby Moor CE Primary School, through their R.E. learning, are able to make links between their own lives and those of others in their community and in the wider world. Our Christian Values help children develop into caring individuals who value the community of people around them both inside and outside of school. Through weekly R.E. and PSHE lessons our children are developing an understanding of other people's cultures by being taught respect and tolerance towards different ways of life, as well as personal choices by individuals, which they are then in turn able to communicate to the wider community. R.E. offers our children the means by which to confidently understand how other people choose to live and to understand why they choose to live in that way.

Our Values

Our Values are at the heart of our school vision and shared with children on a regular basis, in Collective Worship and reinforced through our teaching and every day school life. We established these in collaboration within our school community.

Friendship is the Christian Value which underpins our school year. Our values of Hope, Respect, Forgiveness, Perseverance, Thankfulness and Tolerance are taught, recognised and reinforced each half term.

Our values can be said to be 'Human Values' and inclusive for all. As a Church of England school, however, we have rooted these Values in our Christian beliefs and in stories from the Bible making it particularly memorable for children.

1. Introduction

Barmby Moor CE Primary School follows the East Riding of Yorkshire Agreed Syllabus 2022.

RE is a basic subject of the curriculum and is therefore an entitlement for every child.

Being a Church of England School the faith most evident is Christianity. Our school will endeavour to increase pupils' knowledge of Christianity as a living faith whilst also aiming to increase knowledge, understanding and respect for a variety of beliefs.

2. Teaching Objectives and Learning Outcomes

Teaching Objectives and Learning Outcomes for a key stage are found in three Areas of Understanding, each divided into two Attainment Targets:

Attainment Target 1: Learning about religions

Attainment Target 2: Learning from religions

3. Breadth

Key Stage 1 children will study Christianity, Judaism and Buddhism.

Key Stage 2 children will study Christianity, Judaism, Islam and Buddhism.

Humanism is studied as a non-religious World view.

Christianity represents up to 50%- the remaining proportion is equally divided between the other chosen faiths. Those faiths are not exclusive; other world faiths may occasionally be touched upon.

Each chosen faith has specified statutory Key Content in the syllabus:

4. Planning

A long-term plan is in place, based upon the local East Riding Agreed Syllabus, allowing for continuity and progression and building upon prior learning. The 2022 programme of Units of Learning is followed. Pupils receive an average of 60 minutes each week of RE KS1 and 75 minutes each week in KS2, representing at least 5% of curriculum time; when appropriate some of this time may be blocked to provide a concentrated focus and to make links with other curriculum areas. 'Understanding Christianity' and 'RE Today' is woven into our RE syllabus for each year group and helps to support the teaching of the RE curriculum.

NB. Curriculum time given to RE is distinct from collective worship, which is outside curriculum time.

5. Teaching Strategies

An enquiry model is employed, based on pedagogies recommended by the 2022 agreed syllabus.

6. Cross-curricular links

RE can make important contributions to other parts of the school curriculum such as PSHCE, humanities, education for sustainable development. RE offers opportunities for personal reflection and plays a significant, though not exclusive, role in contributing to SMSC development and the promotion of fundamental British values (see separate policy/ies).

7. EYFS

RE forms a valuable part of the educational experience of children in the EYFS. Principles and practice of EYFS offer good opportunities for RE.

The syllabus website offers resources and suggestions for RE linked to Development Matters.

8. Equal Opportunities (Please also refer to our Equal Opportunities Policy)

All children, regardless of gender, race or background, have an equal entitlement and access to the RE curriculum at an appropriate level for their ability. Care is taken to ensure that teaching does not unintentionally stereotype faiths, cultures or societies. The school ensures that the requirements of the DDA are met. Resources for SEND.

9. Withdrawal from Religious Education

Parents may withdraw their child from all or part of Religious Education provided they give written notification to the school. Teachers can also exercise their right to withdraw from teaching the subject. However, it is hoped that all parents and teachers will feel comfortable with the RE taught at our school and address any concerns to the Governing Body.

10. Resources

Artefacts and resources for the Christianity, Judaism and Islam are available and shared with each year group.

11. Assessment

The school policy for assessment, reporting and recording is implemented in accordance with suggested assessment tools in the syllabus, using the statutory End of Key Stage Statements.

Assessments for each unit of RE taught in school are on-going and data is collected by the RE co-ordinator at the end of each term. Data is also collected into our whole school pupil tracking system. A short-written assessment is also carried out at the end of each unit of RE which is completed.

12. Monitoring and Evaluation

Wherever possible the RE subject leader evaluates, monitors and supports RE teaching and learning throughout the school, against the standards set in the agreed syllabus.

13. Role of the Headteacher

- In collaboration with the subject leader, to monitor the implementation of the RE policy, teaching and learning
- To ensure that the governing body is informed about the progress and profile of RE in school
- Deploy support staff to maximise support for RE

RE at Barmby Moor CE Primary School will be provided within legal requirements. These are as follows:

1. The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.

2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain
3. The RE curriculum provided will be in accordance with the locally agreed Hull and East Riding syllabus.
4. We deliver RE in accordance with the Church of England Education Office's *Statement of Entitlement*. We also pay due attention to the Ofsted RE Research Review (2021), the National Content Standard for Religious Education (2023) and the Ofsted RE subject report (2024).

Within this context, our aims in RE are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and a range of other religious and non-religious worldviews;
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
    - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;
    - Responding to such questions with reference to religious and non-religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
    - Reflecting on their own beliefs, values and experiences in light of their study of religious and non-religious worldviews.

Curriculum for Religious Education

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.

- reflects a good balance between the disciplines of theology, philosophy and human science, to enable pupils to develop their religious literacy*

  **Religious Literacy: Helping children and young people hold balanced and well-informed conversations about religion and belief. (Key Principles of a balanced curriculum in RE.)*
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs
- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs

Curriculum balance and time

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994) Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE.
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 as discrete lessons per week/in a range of ways, including discrete lessons and RE days.

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.

The time allocated for teaching RE at Barmby Moor CE Primary School is:

EYFS	planned within the EYFS Framework
KS1	60 minutes
KS2	75 minutes

RE Curriculum Overview

Our RE curriculum is based on the Hull and East Riding locally agreed syllabus 2022. At KS1, the principal religious worldviews studied will be Christianity, Judaism and Buddhism; at KS2, the principal religious worldviews studied will be Christianity, Islam, Judaism and Buddhism. This is according to the expectations of the East Riding Agreed Syllabus. We also provide learning opportunities that allow pupils to encounter a range of religious worldviews. It is expected that pupils will also engage with non-religious worldviews, such as Humanism, as part of the RE curriculum as set out by the East Riding locally agreed syllabus.

We carry out curriculum planning for RE in three phases (long-term, medium-term and short-term). The long-term plan maps the sequence of learning in RE; the medium-term plan gives details of each unit of study delivered to each Key Stage, identifying clearly the different types of knowledge developed through the sequence of learning. **(As we have mixed-age classes, we carry out the medium-term planning on a two-year cycle.**

Curriculum Implementation

We ensure that teaching and learning in RE meets the needs of all pupils; the implementation of the curriculum focuses on ensuring all pupils develop the expected substantive, disciplinary and personal knowledge in RE. The curriculum provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils explore how these may change in different times, places and cultures. Our RE curriculum introduces pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. The curriculum provides opportunities to engage in meaningful and informed dialogue with a range of religious and non-religious worldviews.

RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging

Pupils experience opportunities to learn by:

- Posing and discussing ‘big’ and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views 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. Questions, views, and opinions are treated with sensitivity and respect.

Teaching enables 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.

Meeting the needs of All

Whole school policy with regards to SEND and adaptive teaching applies to RE. Teachers ensure that the learning activities employed in RE are adapted to meet a variety of learning needs. RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of all pupils and we take all reasonable steps to achieve this. For further details, see separate school policies.

Visits and Visitors

We consider that an essential element of the delivery of effective RE is encounter with a range of religious and non-religious worldviews. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for RE and provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also encourage members of different religious and non-religious worldviews to visit Barmby Moor CE Primary School.

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.

Resources

We have a wide range of resources, to support our RE teaching, that we continue to develop. These include a wide range of appropriate books, artefacts, audio and visual resources, posters, persona dolls, etc. We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of an effective RE curriculum.

Our staff are given protected time to familiarize themselves with any new materials. A regular audit of resources takes place by the RE subject leader in order to update our collection.

Assessment, Recording and Reporting

Assessment in religious education will:

- Be directly related to the expectations of the *of our Locally 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 disciplinary knowledge and skills 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.

Monitoring, Evaluation and Review

We intend that this policy should operate for the next 3 years, and then be fully reviewed by all staff and governors. The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.
The RE Subject Leader must work with their line manager to ensure that leadership of RE remains a high priority and is of a high quality.

Staff training and CPD

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or through diocesan support. The RE subject leader also attends local network meetings.

Inspection

The effectiveness of the RE curriculum is inspected as part of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. As such, progress and attainment in RE is/is not inspected as a distinct element of the Section 48 SIAMS inspection. It is the responsibility of the RE Subject Leader to review and maintain evidence for the RE elements of this inspection, with appropriate support from the head teacher, governors and Diocesan RE Adviser.

Withdrawal from RE - Legal Requirements

We acknowledge the right of parents/guardians to withdraw their children from RE. 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. Should a parent/guardian wish to withdraw their child from RE lessons we ask that they inform the school.

We will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that parents are in possession of all the necessary information. However, should a parent/guardian request that their child be withdrawn from RE, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision but *should not incur any additional cost in so doing*.

Any queries regarding withdrawal from RE should be directed to the RE Subject Leader in the first instance, and thereafter to the head teacher.

Updated: July 2026