

GREAT CHART PRIMARY SCHOOL

RE POLICY

SEPTEMBER 2026



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect

Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

Intent:

Religious education seeks to make a major contribution to the spiritual, moral, social and cultural development of pupils by helping them to acquire a knowledge and understanding of major world religions, an appreciation of ultimate questions and responses to them and to develop their own beliefs and values. It must be taught to every pupil registered at the school but parents and teachers have rights of withdrawal as stated below. RE is taught in accordance with the latest Kent Agreed RE Syllabus. At Great Chart Primary School we strive to provide a 'value based' curriculum, alongside our knowledge/skills based curriculum. These are not 'bolt-on' extras but a strong ethos of school life. We believe that the development of these values can rarely be 'measured'.

The four areas of the value based curriculum can be defined as follows:

Spiritual development: relates to an awareness of mystery and wonder through which pupils reflect and require insights into their own personal being and their place in the world.

Moral development: refers to a pupil's understanding, attitudes and behaviour to what is right and what is wrong.

Social development: refers to a pupil's progressive acquisition of the competencies and qualities needed to play a full part in society

Cultural development: refers to a pupils developing understanding of beliefs, values and customs in social, ethnic and national groups different from their own.

In addition to these values that represent part of our PSHE/SMSC curriculum, we also have introduced a set of school values that have been decided on by the children of Great Chart School. These chosen values will encourage the children to "Be the Best You Can Be" and will be introduced at the beginning of the school year as one, before each being the focus of individual terms. The core school values are;

- Community
- Ambition
- Responsibility
- Resilience
- Kindness
- Independence

The children will be encouraged to keep these values at the forefront of their mind and experience these values through assemblies, circle time and through the teacher infiltrating them into the whole curriculum. It is hoped that through being aware of the importance of these values, the children will leave Great Chart School as responsible global citizens of society preparing them for life in Britain and the wider world.

Implementation:

At Great Chart Primary School our aim is that all pupils will. Gain a knowledge and understanding of the beliefs and practices of major world religions, especially Christianity. Be able to develop the ability to make their own reasoned and informed judgements about the religious and moral issues which arise from reflection on human experience and a study of religious belief and practice. Consider the ways in which beliefs, values and traditions might have significance for their own lives and to learn about religions and to learn from them.

The common threads which run throughout the school and are evident in RE teaching are :Christianity, Diversity, Morality, Faith and Culture

Throughout both Key stages, lessons are taught:

- **To gain a knowledge and understanding of the beliefs and practices of major world religions, especially Christianity.**
 - To identify and describe the key features of Christianity and other major religions, such as key figures, teachings, ceremonies, festivals and sacred writings.
 - To identify elements common to a number of religions, such as public worship and marriage ceremonies.
 - To identify features which are distinctive of particular religious traditions, such as the use of a mezuzah in Judaism or views about alcohol in Islam.
- **To enable pupils to develop the ability to make their own reasoned and informed judgements about the religious and moral issues, which arise from reflection on human experience and a study of religious belief and practice.**
 - To become aware of the ultimate questions which life raises such as: Is there a God?
 - Why was the universe created? Is there life after death? To appreciate the different answers offered by religious and other traditions.
 - To engage with issues which arise from a study of religions such as the value of special times rituals, days for worship and festivals, mourning rites and funerals.
- To appreciate that much of personal value can be gained from a study of the teachings of living religions such as ideas about the way we might treat those less fortunate than ourselves from looking at stories such as The Good Samaritan in the Christian Bible.
- To appreciate the value of religious ritual and practise such as silence, stillness and reflection from a study of Buddhist prayer and meditation.

Impact:

Our curriculum at Great Chart aims to build on the spiritual, moral and cultural knowledge of our pupils, through exposure to a wide range of Religions, their cultures and ideas. To enable pupils to make decisions about and explore their own beliefs, whilst understanding and accepting those decisions and beliefs that are held by others. Our Impact therefore, is to ensure that all pupils are able to accept that people have different beliefs and that all have a place in society today.

Teaching and Learning in Religious Education:

Breadth and Balance

Although work on Christianity will predominate in both Key stages, there will be work in depth on other world religions. 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 respect for diversity. Schools will follow the Discovery RE scheme of work - which follows the themes of Kent Agreed Syllabus.

Differentiation

Policy and practice in religious education will reflect whole school policy and encompass the full range of age and ability including the most able. For the least able resources will be accessible and appealing. They will focus on religious practice and are illustrated by religious artefacts. The full range of strategies to achieve differentiated learning will be employed including task, outcome, resource, support and pupil grouping. There will be a particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage more able pupils.

Variety

Pupils will experience a wide variety of teaching and learning experiences appropriate to the matter to be

learned, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through:

- Listening to the teacher
- 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.

Regular opportunities will be provided for pupils to raise their own questions and explore answers to them and to discuss and reflect on fundamental issues addressed in religious education.

Relevance

Religious education will be made relevant in at least two ways. Firstly, teachers will establish clear links between elements of religious belief and practice and aspects of children's own lives, for example, when teaching about the dietary laws of Judaism. Learning could start by asking questions about foods pupils like and dislike and why some families are vegetarian.

Secondly, teaching will seek to 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 of their own lives.

Cross-Curricular Skills and Links

Religious education makes a contribution to the development of general educational abilities such as literacy, seeing the world through other people's eyes and ability to express thoughts, feelings and personal beliefs. Religious education also makes a major contribution to pupils' spiritual, moral, social and cultural development. It addresses issues, which arise in a range of subjects such as English and history, as well as personal and social education. As it is concerned with values and behaviour, religious education can make significant contribution to education and citizenship.

Equal Opportunities

Teaching materials will reflect the cultural and ethnic diversity of society. Pupils' religious and cultural beliefs will be respected. Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It will seek to present religions 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 that diversity.

Golden Threads

The Golden Threads for RE are:

- Christianity
- Faith and Beliefs
- Diversity
- Culture
- Morality and Debate

Assessment and Reporting

Records of achievement will be kept consisting of teacher's comments when marking pupils' work which will form the basis of feedback to pupils and reports to parents. Assessment in religious education will.....

- Involve identifying suitable opportunities in schemes of work
- Be directly related to the attainment targets from the Discovery RE syllabus as well as local and national expectations of achievement in religious education.
- 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 which may include pupil self-assessment.

- At the beginning of each lesson, key memories are either discussed or questioned to aid the children's retrieval on key points.
- Assessment will also be done termly by class teachers and added to the foundation subjects spreadsheet for analysis.
- Assessment will also take place on Arbor at the end of the year and the next teacher will use this information to plan for their new class.

Health and Safety

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

- Handle artefacts
- Consume food eg if tasting some of the food eaten by Jews at the Seder meal.
- Visit places of worship.

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

Management, Administration and the Role of the Subject Manager

Religious education will be managed by the subject manager who will produce a subject policy, related to whole school policies, a detailed scheme of work and manage the resources. Planning documents will be regularly reviewed. The subject manager will:

- Seek to ensure that all pupils receive their entitlement of religious education and that sufficient time is available to deliver the Agreed Syllabus- Discovery RE.
- Ensure that 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 develop their subject knowledge
- Develop strategies to monitor and review the implementation of policy and schemes of work, the quality and effectiveness of the delivery of the subject, pupils' progress and standards of achievement.
- Seek opportunities for professional development for themselves and other staff.
- Order resources.

Review, Monitoring and Evaluation

The religious education subject leader will monitor teaching and learning in all year groups on a yearly basis. The effectiveness of the subject will be evaluated in discussions with the head teacher, key stage managers and religious education leader. Resources, teaching methods and needs will be identified and priorities for INSET or external review will be established. This evaluation will form the basis for an action plan, which will inform the school development plan.

Resourcing

Religious education will be funded to enable resources on different religions to be purchased, such as artefacts and updates to the Discovery RE scheme. All resources will be listed, stored safely, be easily accessible and kept in good condition. Resource banks will be available for both pupils and staff on all major religions studied.

Teachers' Rights Not To Teach Religious Education

From the time of the 1944 Education Act, (section 30), teachers in county schools have had the legal right not to teach religious education and any refusal to do so must not be used to discriminate against them.

Parents Rights To Withdraw Pupils From Religious Education

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.

Updated by Vicky Cullen September 2026

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