Grantham Villages' CE Primary Schools Federation

Marston Thorold's Charity Church of England Primary School

Religious Education (RE) Policy

Reviewed by:	**EHT & Subject Lead**	**Date: May 2026**
Approved by:	**Foundation Governors**	
Previous Review	**May 2025**	
Next review due by:	**May 2027**	

RE Policy

Grantham Villages Schools Federation

St Sebastian's Church of England Primary School and Marston Thorold's CE Charity Primary School

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

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

The Context

St Sebastian's Church of England School is a smaller than average school (around 155 pupils) in the village of Great Gonerby, on the edge of Grantham. Marston Thorold's CE Charity Primary school is a small school (around 60 pupils) in the village of Marston, about 5 miles from Grantham. Both schools cater for children in the age range 4 – 11 years The schools federated in 2020, planning is shared between schools and both schools work to the 2025 Locally Agreed Syllabus for RE.

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.

School Vision

Marston Thorold's:

Through our Christian Values and the legacy of Sir John Thorold, we strive to create an inclusive nurturing family where everyone can flourish, unlock their potential and widen their horizons.

Faith inspires all that we do, ensuring we become responsible global citizens who promote equality and celebrate individuality.

St Sebastian's

Through our Christian Values, we strive to create an inclusive nurturing community where everyone can flourish, unlock their potential and widen their horizons.

Faith inspires all that we do, ensuring we become responsible global citizens who promote equality and celebrate individuality.

The Purpose of RE at Grantham Villages Schools Federation

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

The Aims of RE at Grantham Villages Schools Federation

RE at our schools will 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 syllabus for Lincolnshire. 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.

Time Allocation

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). We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2.

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.

RE curriculum time does not include values lessons, collective worship or assembly.

RE Curriculum Design

Our RE curriculum is based on the 2025 locally agreed syllabus. At KS1, the principal religious worldviews studied will be Christianity, Judaism, Islam and Hinduism; at KS2, the principal religious worldviews studied will be Christianity, Islam, Sikhism, Buddhism and Hinduism By the end of Year 6, all children will have studied all major religions as well as other non-religious world views e.g. Humanism.

RE curriculum.

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 at Marston Thorold's, we carry out the medium-term planning on a two-year cycle. The class teacher writes the plans for each lesson. These are discussed on an informal basis with the RE Subject Leader and form part of the annual monitoring process for RE teaching and learning.

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 impact of this is monitored through regular formative and summative assessment processes. We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone. We provide an annual report on each pupil's progress in RE. This report will be based on regular monitoring of work in RE using a variety of methods, including verbal feedback, evidence folders and written comments on individual pieces of work.

Resources

Grantham Villages Schools Federation has invested in a wide range of appropriate books, artefacts, audio and visual resources, posters, persona dolls, etc., and the RE Subject Leader audits these resources annually. 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.

The new syllabus and long term plans Our planning are available on the school website to enable parents to support their child's learning in RE.

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 our schools. These visits are arranged in accordance with the school's trips policy.

Supporting All Learners

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.

Inspection

The effectiveness of the RE curriculum is inspected as part of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. St Sebastian's Church of England School and Marston Thorold's CE Charity Primary School are both VA school. As such, progress and attainment in RE is 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.

Monitoring and Review

We intend that this policy should operate for the next two years, and then be fully reviewed by staff and governors. The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RE. To this end, each member of staff involved in the delivery of RE to provide a copy of their medium-term planning for RE and there will be book scrutinies, Pupil Voice Conference as part of monitoring with additional CPD provided where necessary. Monitoring is shared with SLT and governors.

The RE Subject Leader must evaluate their own leadership of the subject during each academic year. Using the Action Plan for RE (or School Development Plan where this is a focus) the RE Subject Leader must work with their SLT to ensure that leadership of RE remains a high priority and is of a high quality.

Withdrawal from RE

We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we ask that they inform the school [e.g. via the following email address amy.parnham@gvsf.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.