

St Paul's Church of England Primary School

an academy in the Good Shepherd Trust



RE Policy

Date adopted:	1.1.26	Last reviewed:	20.05.26
Review cycle:	2 Years	Is this policy statutory?	No
Approval:	Louise Kaye	Author:	Emily Peacock
Local approval*:	1.1.26	Local author*:	Rebecca Jackson
Next review Date	1.1.28		

* only for policy/procedures that are templates and require local adaptation.

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	20.05.26	Rebecca Jackson	20.05.26	Revised with reference to the Model Policy for Religious Education from the Diocese of Guildford published in February 2026. Policy now includes clearer details about the subject leaders' roles and a

				section on the right to withdraw have been added.

Opening Statement

The essential place of religious education (RE) in a Church school flows from the deep commitment to the flourishing of every child articulated in the [Church of England 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](#), from September 2026)

School's Christian Vision

At St Paul's, we ignite a passion for life and learning in every member of our school community by providing the best possible education, where children and adults grow through our FAITH values, Friendship and Cooperation, Achievement of Excellent, Integrity, Trust and Respect, and Health and Wellbeing, and confidently succeed through the strength and love of God.

'Start children off on the way they should go, and even when they are old they will not turn from it.'
Proverbs 22:6

The Nature of Religious Education at St Paul's

Religious education is an academic subject. All pupils are entitled to religious education that is delivered in an **objective, critical and pluralistic** manner. (Religious Education Statement of Entitlement from Sept. 2026)

As a Church of England school, Religious Education is taught in accordance with the rites, practices, and doctrines of the Church of England. RE is a statutory entitlement for all pupils and is central to the life of the school. Complimented by daily Collective Worship, it plays a key role in expressing and strengthening our Christian vision and ethos.

Rooted in Jesus' teaching and guided by our Christian vision, we nurture academic, emotional, and spiritual growth for all. We believe every child is created in the image of God, uniquely gifted and deeply valued. Through our FAITH values, we encourage all to flourish, reflect, and aspire to become the people God calls them to be.

RE at St Paul's:

- Enables pupils to explore Christian belief deeply and theologically
- Encourages respect for the diverse worldviews represented in our local, national and global community
- Supports pupils in developing curiosity, reflection, and spiritual awareness
- Helps pupils understand how faith shapes identity, values, and action

The Diocese recommends that:

- RE is taught for at least 5% of curriculum time although we strive for 10%
- Christianity forms the majority of study
- Other major world faiths and non-faiths are taught in ways that deepen understanding and dialogue

Aims of Religious Education

In line with the Church of England Statement of Entitlement (2026), RE at St Paul's will enable pupils to:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

RE nurtures pupils' ability to reflect, reason, empathise, and respond thoughtfully to big questions.

Religious Education Curriculum

The RE curriculum is based on the [Surrey Agreed Syllabus for Religious Education \(2023-2028\)](#) ensuring a curriculum that is theologically robust, broad, and inclusive. Teachers follow the long-term plan set by the subject leader, ensuring progression and coherence across the school. This can be found the RE curriculum page of our school website.

The curriculum:

- Places Christianity at the centre accounting for 50% of the curriculum time.
- Includes structured teaching about Judaism, Islam, Hinduism, Sikhism, Humanism and Buddhism
- Uses enquiry-based learning-based learning
- Integrates theological, philosophical, and human social approaches
- Provides opportunities for creativity, reflection, and discussion

Collective worship may complement RE but does not replace curriculum time.

Teaching and Learning in Religious Education

Our RE curriculum is designed to ensure a balance of theology, sociology and philosophy. We have identified these as three Golden Threads:

- **'God'**: relating to theological approaches;
- **'Community'**: relating to sociological approaches.
- **'Identity'**: relating to more philosophical approaches;



These 'Golden Threads' are threaded throughout the units of work as part of the syllabus progression model in the way that they develop children's knowledge, understanding and skills in age-appropriate ways.

Pupils' own perspectives form a part of their learning within the syllabus as part of the development of their personal knowledge. Using pupils' starting points is one of the ways in which the syllabus strives to be inclusive of the wide spectrum of religious and non-religious beliefs that are a part of our community.

Teaching and learning implementation in RE for specific Key Stages can be found on our RE Curriculum page of our school website.

Assessment, Progression and Monitoring

RE is monitored termly by the subject leader and evaluated against the school improvement plan. Monitoring is purposeful and intends to inform next steps in teaching and learning both for individual pupils and class groups.

Monitoring may include:

- Lesson observations
- Book looks and Big Question book looks
- Pupil voice
- Planning scrutiny
- Assessment outcomes

Assessment in RE is based on the three golden strands of the Surrey Agreed Syllabus for Religious Education (2023-2028), God (Theology), Community (Human and Social Sciences) and Identity (Philosophy).

Teachers assess pupils' progress through:

- Class discussions
- Written work
- Creative responses
- Enquiry outcomes

Progress is reported to parents through end of year reports. Termly, whole school tracking on Arbor, supports monitoring of progress over time.

Special Educational Needs

RE is inclusive and accessible to all pupils. Teachers adapt activities to meet the needs of learners, including those with SEND, ensuring that every child can engage meaningfully with the curriculum.

Role of the RE subject leaders

The subject leader will:

- plan and lead pause day and reflection weeks to bring the whole school together and supplement curriculum time.
- support colleagues in the teaching of Religious Education.
- be informed about any current developments in the subject, locally and nationally.
- provide a strategic lead and direction for the subject in the school.
- attend termly RE network meetings at Guildford Diocese.
- ensure that all pupils receive their legal entitlement of religious education.
- ensure RE provision reflects the [Church of England Statement of Entitlement](#).
- produce and regularly review a subject policy to ensure that it remains up to date.
- ensure all teachers know 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.
- monitor and review the implementation of policy and units of work.
- monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- monitor, analyse and question RE assessments carried out by staff.
- liaise with the HT and Local Committee (LC) to feedback on the monitoring and impact of RE across the school.
- support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- oversee and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Collective Worship Links

Collective Worship does not replace RE but complements it. Collective Worship reinforces and enriches RE by:

- Exploring Christian festivals and stories
- Celebrating diversity within the school community
- Providing opportunities for reflection and prayer
- Explicitly teaching the school values
- Exploring world news and events (including using Picture News)
- Philosophical discussions (recorded in Big Question books)

Partnership with St Paul's Church

St Paul's Church is an active and valued partner in the life of our school. Our relationship is rooted in our shared Christian vision and in a commitment to nurture the spiritual flourishing of every member of our community. The clergy and church community support the school through prayer, presence, and participation, helping pupils to experience Christian faith as a living tradition.

Clergy from St Paul's lead and support Collective Worship, contribute to RE teaching, and work alongside staff to deepen theological understanding. Pupils visit the church regularly for worship, learning, and celebration, enabling them to experience the Christian year, explore sacred space, and understand the role of the church in the local community.

The partnership extends beyond curriculum time. The church hosts school services, welcomes families to parish events, and provides pastoral support to the school community. Through this relationship, pupils see how Christian faith is lived out in service, hospitality, and community life.

This partnership strengthens the school's Christian vision, enriches RE and Collective Worship, and helps pupils understand that they are part of a wider Christian family. It also supports the SIAMS expectation that church and school work together to enable the spiritual flourishing of children and adults.

Legal Requirements & Right of Withdrawal

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (*DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28*)

In view of the Christian ethos and distinctive Christian character of our school, we would hope that children admitted will participate fully in RE; however, the school **must comply with any request from a parent to withdraw their child from all, or part of, Religious Education, and parents are not required to give their reasons for wanting to do so.** This request may also be changed by parents at any time. A school remains responsible for the supervision of any child withdrawn from RE (unless the child is lawfully taking part in RE elsewhere), though not to provide additional teaching or to incur extra costs.