PORTER CROFT
Church of England Primary Academy

Religious Education Policy 2026
Nominated Member of Leadership Staff Responsible for the policy: **Sarah Doherty**
Nominated Member of Governing Body Responsible for the policy: Karen Cribb
Date written: **September 2026** **Date agreed and ratified by Governing Body :** **September 2026** **Date of next review:** **September 2027**
This policy will be reviewed every three years, and following any concerns and / or updates to National and Local guidance or procedures

Religious Education Policy 2026

The aim and purpose of Religious Education

The aim and purpose of teaching R.E. is to provide children with the knowledge and understanding of different religious and non-religious worldviews, which will enable children to understand their own beliefs and respect those of others.

This *will* enable all children and young people to:

- Understand the nature, role and influence of religion and worldviews.
- Engage with sources of authority including a broad selection of sacred texts
- Pursue a personal quest for meaning, purpose and truth.
- Formulate and express reasoned opinions and arguments and be confident to hold up an informed conversation based on their own views.
- Develop and use enquiry skills
- Have a democratic voice and listen to others

Vision

Together we are Porter Croft: As God's children, we live in love, celebrate diversity, and grow in wisdom.

- ***Respecting ourselves.***
- ***Respecting others.***
- ***Respecting the environment.***

Values

Our key values are summarised by our mission statement 'Together we are Porter Croft'. It is very important to us that all members of our community feel valued and part of a larger whole. Our diverse community is one where multiple faiths are expressed, we view all children here as 'children of God'. Our Academy Trust is named 'Koinonia' so we talk about this sense of 'togetherness' or 'fellowship' often. Our school values are compassion, tolerance, thankfulness, humility and respect for others. Our School also views British values as essential to all teaching and learning - democracy is particularly important in RE where all pupils have an equal right to be heard. We strive to use these values to respect ourselves, respect others and respect the environment.

Aims

- To develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain.
- To nurture pupils' own personal faith or commitment within a clear ethos of respect for different faiths and worldviews.
- To develop an understanding of what it means to be committed to a religious tradition through studying different religious practises and ways of life.
- To develop an understanding of religious traditions and appreciate some of the cultural differences and diversity both globally and in Britain.
- To develop the ability to reflect on their own experiences and to develop a personal response to the fundamental questions of life including spiritual and moral issues.
- To ask questions about what they find interesting and puzzling and to appreciate that some questions cannot be answered.
- To develop and use enquiry skills.
- For pupils to have respect for others' views and to celebrate diversity in society today.
- To promote global citizenship.
- To learn about and engage in courageous advocacy and social justice.
- To make links with the school values and British values.
- To be experiential through an enhanced curriculum including Godly play and opportunities to visit the places of worship for the units studied.

Religious Education and the Legal Framework

As a Church of England Academy, our curriculum provision is contractually governed by our funding agreement and explicitly guided by the Church of England Education Office (CEEO). To meet the expectations of our trust and the Diocese, weekly RE teaching is allocated **no less than 5% of total curriculum time** (delivered as 1 hour of discrete weekly teaching). As a Church of England school, our curriculum will consist of 66% Christian units and 34% non-Christian units.

Religious Education shall:

1. **Be distinct and separate from collective worship.**
2. Be provided for all registered pupils, including Foundation Stage children within the statutory Early Years Foundation Stage (EYFS) learning goals.
3. Be allocated no less than 5% of curriculum time and taught weekly.
4. Reflect the fact that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.
5. Provide opportunities for all pupils to study each of the other 4 major world religions including Hinduism, Islam, Judaism and Sikhism and the worldview Humanism at least once in Key Stage Two.
6. Not be denominational in character, though teaching about the origin and variation of denominational differences is appropriate.
7. Assess in a way that is valid, rigorous, and for a range of purposes, including assessment for learning.
8. Be subject to Office for Standards in Education (OfSTED) and SIAMS inspection

RE Statement of Entitlement: The Church of England Education Office (2026)

RE teaching across our Academy is in line with the recommendations of the Statement of Entitlement for Church Schools**, published by the Church of England Education Office (Updated January 2026). The full guidance can be accessed via the Church of England Education Office Official Portal.**

Content and approach

As a school, we recognise that spiritual development lies at the heart of the curriculum. All members of our school community should experience Christianity through the life of the school as well as through the taught curriculum. All children will encounter an understanding of religious and non-religious worldviews through special people, books, places and artefacts. We explore beliefs shared not only in our classroom and amongst our own school but also of those in the wider community and the world. We encourage children to discuss the potential differences this makes in terms of how we live our lives both locally and globally, aspiring to become global citizens and courageous advocates. Our curriculum facilitates opportunities for our children to develop the skills needed to question and debate, whilst also articulating their knowledge and understanding in RE. The confidence instilled in our pupils and the safe and secure environment we create, enables all to share their beliefs safely whilst exploring and discussing the 'big ideas' and questions raised by religion.

Curriculum

At Porter Croft Primary Academy, Religious Education plays an important role in defining the distinctive Christian character. The school will follow the Shropshire Agreed Syllabus for Religious Education 2019 with additional units from the Understanding Christianity teaching resource. There will also be one additional Sikhism unit that will be taught in year 5 and this is taking from the oak academy scheme of work. The curriculum takes an enquiry-based approach that focuses on key concepts. This is a spiral curriculum with both systematic and thematic units allowing topics and concepts to be revisited as previous learning is built upon. Each unit has a question for the children to explore, a clear unit outcome and a list of specific vocabulary.

Pupils will be taught to:

1. know about religions (making sense of beliefs)
2. think about how religion effects the lives of those with beliefs (understanding the impact)
3. reflect on their own beliefs and values and that of others (making connections)

These elements offer a route through each unit while also allowing for a range of questions reflecting different approaches, for example, from religious studies, philosophy, sociology, ethics and theology.

Religious education will also support the school curriculum and national strategies through developing literacy and creative thinking. Cross curricular links with other subjects will be made wherever possible when appropriate.

Enhanced curriculum/ Visits

At Porter Croft, we value the importance learning through first hand quality experiences. We provide all children with the opportunity to visit all the places of worship they study for the different major world religions. For units such as Humanism, visit speakers will be invited to the school to talk about their Humanism and give the children an opportunity to ask questions. Local Church leaders and parents will also run Godly play sessions which will be linked to the topics in the long term plan. Alongside this, there will be opportunities for the children to take part in a Christmas and Easter experience where the children can listen to, act out and respond to these important Christian stories.

Monitoring and assessment

Children's progress in Religious Education is assessed continuously using on-going Assessment for Learning. Teachers' also assess children on a half termly basis giving children an overall level of 'emerging' or 'secure' for end of unit outcomes. Teachers will use the assessment sheets that cover the vocabulary and learning objectives for each unit. R.E levels will be submitted to the R.E coordinator every term. Evidence will include written and pictorial evidence, and observations of other indicators, such as comments made or questions raised by children in discussion. Children will also be involved in self-assessment which will be built into each lesson. Each topic will knowledge organiser and a mind map for them to map out what they have remembered and know about each topic, this can be revisited throughout the unit and is a useful tool for the teacher for assessment for learning.

Each term the R.E coordinator will take in R.E books for monitoring from each class. A record of this work scrutiny will be kept as evidence kept in the R.E folder. All children's work will be kept in their green R.E books, which they will take with them as they move through the school. Foundation stage will use a class book where the teacher will use photographs as evidence and record children's questions, responses and reflections.

Inclusion

Porter Croft Primary Academy is a truly inclusive school. We are dedicated to ensuring that we:

- **Celebrate diversity** by providing multicultural resources that accurately represent differences within and between religions.
- **Inspire high achievement** by setting suitable learning challenges that provide every child with opportunities to succeed.
- **Remove barriers to learning** for individual pupils and groups by delivering targeted resources and tailored support whenever needed.

Resources

The resources for Religious Education are kept in the resources area. These include books, artefacts, schemes of work and DVDs. Planning, Flipcharts and some resources will be saved on workspace. Other resources are available at Church House in Rotherham. The resources used at Porter croft will promote diversity.

The right to withdraw

Parents have a statutory right to withdraw their children from all or part of Religious Education, in accordance with Section 71 of the School Standards and Framework Act 1998.

If a request for withdrawal is made, the Head teacher will invite parents to discuss their concerns. This conversation aims to clarify the educational, non-confessional nature of our RE curriculum and explore whether a reassurance can resolve the request.

The school fully respects that the final decision rests entirely with the parents. No reasons need to be officially proven to exercise this right. Children who are withdrawn will be safely supervised by school staff and provided with alternative, meaningful learning tasks.