The Chandler CofE (Aided) Junior School

Policy Number CLS-08

Religious Education

Purpose

- To provide guidance and clear expectations as to the delivery of the Religious Education curriculum.
- To make clear the best practice and principles around teaching in this subject.

It is written in line with the expectations of the National Curriculum as set out by the Department for Education (DfE) and the aims and vision of The Chandler Junior School. It should be read in conjunction with the school policy for Teaching and Learning.

Consultation:
The policy was written by the subject leader with involvement of staff, pupils, parents, governors and external advisers.

Roles and responsibilities

The subject leader is responsible for:

- Providing medium-term planning to year groups, for planning meetings.
- Monitoring teaching and learning in Religious Education across the school.
- Assessing progress and providing training and development for staff as appropriate.
- The auditing and managing of resources for Religious Education available in school.
- Liaising with other practitioners, colleagues and consultants to ensure that they are abreast of current thinking in this area.

Year group teams and class teachers are responsible for:

- Ensuring consistency across the classes.
- Agreeing how the curriculum will be delivered.
- Individual lesson planning and assessment of their pupils.
- Support staff working to support their pupils.
- Delivering good or better lessons in Religious Education by managing resources effectively.

The Children & Learning Committee is responsible for overseeing Religious Education strengths and areas for development, and for reporting these to the governing body.

Aspects

Definition:

Through the good teaching of Religious Education, pupils and society can benefit enormously. It helps to develop citizens who understand and can sensitively share their own faith, and who also have a broad and sympathetic grasp of the beliefs of others. Society needs people who can reflect on the big issues in life, and who have a mental framework for exploring cultural and religious diversity. Good Religious Education at The Chandler will contribute to all these aspirations and lay an academic foundation that will enrich all areas of life.

Equal opportunities:

Every child is entitled to be taught Religious Education regardless of their age, culture, gender, background or special need or disability. Religious Education develops a balanced view of the multicultural society which we live in without compromising the faith, non-faith or cultural background of any pupil. As a Church of England school, at The Chandler we ensure that everyone has an understanding of Christ's life and teaching, as well as other aspects of our own and other religions and of none.

The school curriculum for Religious Education meets the requirements of The Education Reform Act. This stipulates that Religious Education is compulsory for all children. The Education Reform Act allows parents to withdraw their child from collective worship, and/or Religious Education lessons, once written notice has been submitted to the school.

Health and safety:

Visits to places of worship and other Religious Education related venues are encouraged as an important part of developing a child's understanding of Religious Education. Where required, prior to visits, staff will carry out a formal risk assessment, if necessary, visiting the venue prior to creating the risk assessment.

Planning:

Medium-term planning for Religious Education is provided to year groups by the Subject Leader. This planning is based on the current unit plans in the Guildford Diocesan's Guidelines for Religious Education.

The Chandler have adopted the Guildford Diocesan - Surrey agreed syllabus to teach all elements of the RE curriculum.

For each year, there are:

- **3 Christianity units:** these help pupils to explore core theological concepts in Christianity
- **2 'other' units,** focusing on 2 further religions at KS1 (Islam & Judaism) & 5 further religions (Islam, Judaism, Hindu (Sanatan) Dharma*, Sikhi**, and Buddhism) at KS2, plus Humanism.
- **1 thematic units** (from a selection).

*[*The word 'Hindu' refers to a geographical area around the Indus valley in India. This word was adopted by the British Empire to describe followers of a way of life that many 'Hindus' would call Sanatan Dharma. However, many Hindus do call themselves Hindus!*
***This is the term that many Sikh people use to talk about their faith rather than it being 'Sikhism', which again is a Western word]*

- These units pull together learning from across the units in a year group, providing a chance for some deeper thinking, building of schema, weaving in of new content and an assessment opportunity in the second half of the summer term.
- Each unit will outline the 'sticky' knowledge that pupils should have as the 'takeaway' from their learning

The Surrey agreed syllabus allows teaching to focus on God, Community and Identity and consideration of the exploration of the 'golden threads' - the theological, philosophical and sociological aspects of religion. Thus, learning at The Chandler continues to develop the school's growing expertise in developing philosophical thinking.

The Theos report '*Worldviews in Education'* suggests that: the worldview proposal should not be seen as a focus on the content to be taught, but as a way of framing how that content is introduced to the students. In order to understand the worldviews being taught, the focus should not be so much on the institutional version as on the lived experience of adherents. The notion of personal worldview, with its emphasis on the heart as well as the head, needs to be central to this new approach to RE.

Teaching:
Not less than 50% of the time spent teaching RE should include teaching about Christianity, and not more than 50% of the other. This should account for a minimum of 5%, but towards 7.5% of total teaching time. Some of this is blocked teaching

Finally, pupils should be given opportunities to express their own ideas and insights about what they have learnt, which might be through cross-curricular tasks, such as art, English or ICT, linking RE with other subjects.

Organisation:

In addition to this, as a whole school, the children participate in 'Pause Days', an exciting initiative from the Schools department of Guildford Diocese Education Centre.

The Pause Days, at Christmas and Easter, create extra RE time teaching of RE and follow our philosophical teaching and learning, an enquiry-based learning cycle: engage ➔ enquire & explore ➔ evaluate ➔ express.

Activities that engage, create a stimulus to connect pupils with the theme of a unit, and form a 'bridge' from pupils' lives into the world of religion, enabling them to make and deepen links in their learning.

Enquire & explore provides learning opportunities for pupils to ask questions, setting the enquiry within the context of the unit, and then to investigate the religious ideas and concepts through a mix of teacher- and pupil-led activities.

Pupils should then evaluate, reflecting on their learning using an age-appropriate balance of personal reflections and impersonal critical-thinking skills. Pupils' evaluations should relate to the philosophical questions posed at the beginning of the lesson.

The express and evaluate sections of the learning should be closely linked, and teachers may wish to blend the elements together when they plan their lessons.

This gives our children further opportunities to engage with some high level thinking and reflection during an 'off-timetable' RE day, which also contributes to pupils' spiritual, moral, social and cultural (SMSC) development.

Across the school, the children also make visits to our local church where they are provided with the opportunity to participate in mock weddings and baptisms, adding greater meaning and understanding to these ceremonies than that which could be gained in the classroom. Not less than 50% of Religious Education time should be spent on Christianity.and not more than 50% of the other.

Resources:

The Chandler have adopted the Guildford Diocesan - Surrey agreed syllabus to teach all elements of the RE curriculum. The resources for these are available to all staff electronically (on the S Drive and Google Drive) – paper copies of these are also available.

In addition to the resource material included in both the programmes mentioned above, various other resources are held centrally. There are artefact boxes containing objects and materials for the different religions studied within school. In addition to these boxes, Guildford Diocesan also has a lending library from which artefacts, valuable for the children's learning, can be borrowed.

Assessment:

Teacher assessment in Religious Education is an on-going process that is formative in nature and in line with Diocesan guidelines.

At the end of each unit of study, the philosophical Big question posed at the beginning of the unit will be answered by the children by reflecting on the knowledge of the unit they have studied and answering the Big question in a philosophical and reflective way. These answers provide useful tools for teachers to use when assessing to what extent a child has progressed.

As mentioned above, the thematic units in the new syllabus will pull together learning from across the units in a year group, providing a chance for some deeper thinking, building of schema, weaving in of new content and an assessment opportunity in the second half of the summer term.

Monitoring and evaluation:

The Subject Leader will monitor the effectiveness of the planning, teaching and learning of Religious Education within the school and report back to the Senior Leadership Team and governors as required.

Monitoring will involve observing religious education lessons and looking at the work carried out by children across the school. Through these means, the subject leader will be able to evaluate the effectiveness of the teaching and learning for Religious Education.

The subject leader will also, once or twice a year, talk to a group of children from each year group to canvass their opinions and thoughts on RE teaching at the Chandler.

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.

Concluding notes

Monitoring and review:

The Children and Learning Committee is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence provided by the subject leader. The governor will report on this to the committee annually. The work of the subject leader will also be subject to review by the Headteacher as part of our appraisal arrangements.

Other documents and appendices:

The Religious Education policy should be read in conjunction with other policies for curriculum, learning and assessment.

Governor approval and review dates:

This policy was approved by the full governing body in Jun 2026. It is due for review by Jun 2028.

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Review Frequency: 2 yearly			
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	2016/17	**2022/23**	**2025/26**
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