

Diocesan Education Team

 THE CHURCH
OF ENGLAND

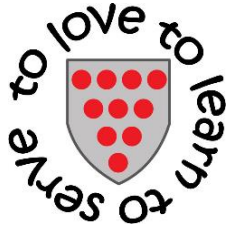
DIOCESE OF
WORCESTER

Netherton C of E Primary School

Policy for Religious Education

September 2026

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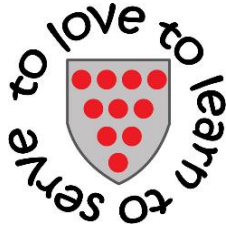


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Introduction

This policy has been written in the light of the [Church of England's Vision for Education](#) (Autumn 2016), [Flourishing for All](#) (September 2024) and through reflection on the 2023 [SIAMS Evaluation Framework](#) for schools.

Name of School: Netherton C of E Primary School
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Legal Position of Religious Education in School

Religious Education (RE) is unique in the curriculum as it is neither a core nor foundation subject. The 1988 Education Act states 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils.

Netherton C of E Primary School is a Church of England Academy, therefore Religious Education is provided in-line with the funding agreement and the academy follows the Worcestershire Agreed Syllabus for Religious Education 2025 – 2030

The Church of England's Statement of Entitlement

The Church of England's [Statement of Entitlement](#) (September 2026) outlines the aims and expectations for RE in Church of England schools and guides this school's approach to RE.

It begins by stating: 'Religious Education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help to educate for dignity and respect encouraging all to live well together'. Quoting from the Church of England's *Vision for Education: Deeply Christian, Serving the Common Good*, it continues: 'Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person'.

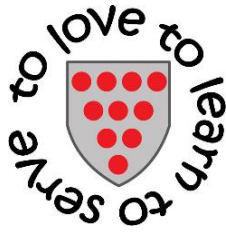
Religious Education and the school's Christian Vision

The School's Vision:

With God all things are possible (Matthew 19:26)

Our vision and values are at the core of everything we do. We will endeavour to provide our children with the necessary tools so they 'can do it'. Our aim is to:

'Make A Difference to Everyone'- We aim to create an environment where there is no difference in the academic achievement and opportunities for spiritual growth between those who might feel undervalued, disrespected, or marginalised in society. We encourage our children to seek challenges and aspire to be the best that they can be, knowing they are loved and accepted for who they are, a unique child of God who is loved unconditionally.



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In our drive and determination for ALL to be successful, it is our hope and through our words of wisdom that everybody can fulfil dreams to have the best chance of a happy future.



¹¹ Beloved, if God so loved us, we also ought to love one another.

1 John 4 v 11

Our vision is first and foremost for every child to know and to believe that they are loved just as the Bible shows love to be. This is the foundation of all that we do at Netherton C of E Primary School. As the Bible teaches in 1 Corinthians 13 v 1, 'If I speak in the tongues of men and of angels, but have not love, I am a noisy gong or a clanging cymbal.'



⁵ When Jesus reached the spot, he looked up and said to him, "Zacchaeus, come down immediately. I must stay at your house today." ⁶ So he came down at once and welcomed him gladly.

Luke 19 v 5-6

Our vision is secondly for all children to believe that they are accepted just as Jesus modelled in the way he treated the people he came across during his ministry. If we love our children, we will accept them.



²² But the fruit of the Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, ²³ gentleness and self-control.

Galatians 5 v 22-23

At Netherton C of E Primary School, we accept all children as they are but do not desire to leave them as they are. Our vision is for all children to believe that they can grow academically, personally and spiritually. Our vision is for the children in our care to grow in the Fruits of the Spirit and to fulfil all of the potential planted within them.

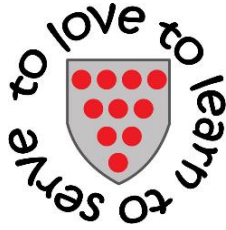


²⁴ Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize.

1 Corinthians 9 v 24

Finally, our vision is for all children to believe that they 'can do it!' When children know and believe that they are loved and accepted, and are planted in good soil and able to grow, the outcome will be developing a belief that they 'can do it'.

Building on these themes, RE in this school contributes to the outworking of our vision by teaching the importance of, through an attitude of love, showing acceptance for varied religious and non-religious beliefs. RE served to develop an understanding and appreciation of these different beliefs and enables dialogue and discussion amongst children about the diversity of belief not just within our school or community but in the broader world. RE provides



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opportunities for children to consider, explore and develop their own beliefs so that they can 'grow' not just in knowledge but in religious literacy. Finally, RE is taught and adapted to help promote a self-belief that 'I can do it!'

Religious Education Intent

As a Church of England school, we want all learners to be actively engaged in learning about both the Christian faith and other faiths whilst developing personally, socially and emotionally. Our vision is for children to believe 'I can do it.' We aim for all learners to be both knowledgeable in the subject academically and also able to develop their own belief system in a broader sense. Our vision is for all children to believe 'I can grow.' The curriculum provides opportunity for both the academic study of religion and for reflection and development both as individuals and as an understanding, accepting and loving community. Our vision is for all children to believe 'I am accepted' and 'I am loved'. All children are expected to have a secure understanding of the key concepts underpinning different faiths and, in the context of Christianity, be able to see the Bible as a 'big story' within which the children develop a greater sense of chronology.

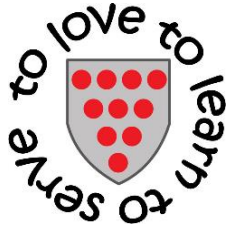
School Approach to Religious Education

In-line with all church schools, this school has duty to provide accurate knowledge and understanding of religions and world views.

A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore, this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the *Statement of Entitlement*, teaching and learning in RE in this school will:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Provide knowledge 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.



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- 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 that makes a positive contribution to Spiritual, Moral, Social and Cultural (SMSC) development.

Organisation & Time Allocation

The Statement of Entitlement for Religious Education specifies that Christianity is to be the main religious worldview studied in and through RE in each year group/phase equating to at least 50% of curriculum time. It also states that, in a Church school there should be sufficient dedicated curriculum time, meeting explicitly RE objectives, committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages (KS) 1-4.

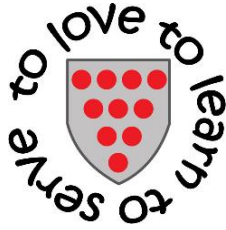
In accordance with the Statement of Entitlement and the structure of Worcestershire Agreed Syllabus we have agreed that, as a minimum:

- in the Foundation Stage pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year
- at Key Stage 1 pupils study Christianity and Judaism or Islam - RE will be taught for at least for 36 hours over the year
- at Key Stage 2 pupils study Christianity, Judaism, Hinduism, Islam and also consider non-religious worldviews - RE will be taught for at least for 45 hours over the year.

Assessment / Recording & Reporting

The Worcestershire Agreed Syllabus for Religious Education 2025-2030 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of Key Stage learning outcomes as outlined in the syllabus.

As a school we track progress in RE through collecting termly data to show the current achievement of children. Children complete 'exit tickets' at the end of each lesson to help inform staff judgements and a 'final exit ticket' at the end of each unit of work. Staff assess each child's attainment and understanding during each lesson with a 1 tick, 2 ticks, 3 ticks



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system to help to inform their overall judgment. Systems are used that track the children's progress across the year and are reviewed by the RE lead. Assessment systems are also used which highlight areas of strength and weakness within a class to inform the development of planning and inset for staff.

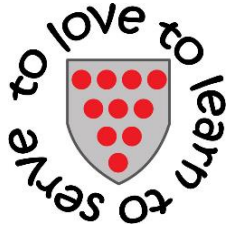
School reports are sent home in the Summer Term of each year and the RE report is written with reference to assessment records as well as pupils' individual work.

Responsibilities for RE in School

The Headteacher has ultimate responsibility for ensuring that the legal framework for RE is carried out and that the teaching of RE fits within the school's distinctively Christian vision. At Netherton C of E Primary School some of the responsibilities for RE may be delegated to other members of staff.

The **Subject Leader** is responsible for:

- ensuring personal subject knowledge and expertise are kept up to date by participating in Continuing Professional Development (CPD) for RE and share good practice
- attending RE clusters / hub meetings
- leading hub meetings for the DoWMAT
- providing and sourcing in-service training for staff as necessary
- all teaching staff and those responsible for governance understand the distinctive role and purpose of RE within a Church school
- ensuring that Christianity is the main religion taught in and through RE in each year group/phase equating to at least 50% of curriculum time
- ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- ensuring that the teaching of RE enquires into religious and non-religious worldviews through theology, philosophy and the human and social sciences
- supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation and impact
- engaging with their diocese when developing the school's RE curriculum and adapting schemes and frameworks, such as a locally agreed syllabus, to the school's context
- acquiring and organising appropriate resources, managing a budget when necessary
- monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and being able to discuss impact and standards, all in conjunction with the Headteacher / Senior Leadership Team



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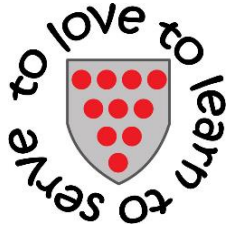
- contributing to the SIAMS self-evaluation process, including, but not limited to Inspection Question 6 and 7.
- Planning units of study for the staff

The **Headteacher and Governors** must ensure:

- RE's high priority within the curriculum and status as an academic subject are clearly articulated.
- that the legal framework for RE is upheld within the school
- that the Statement of Entitlement for RE is adhered to within school
- that all pupils make progress in achieving the learning outcomes of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- all teaching staff and those responsible for governance understand the distinctive role and purpose of RE within a Church school
- those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
- teachers newly-appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- that clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress
- engage with the diocese when developing the school's RE curriculum and adapting schemes and frameworks, such as a locally agreed syllabus, to the school's context
- appropriate support is in place to ensure the effective provision of RE
- monitor RE effectively in accordance with the Statement of Entitlement.

The Right of Withdrawal from Religious Education

In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. Students aged 18 or over have the right to withdraw themselves from RE. Parents also have the right to withdraw their child from part of RE and can do so without giving any explanation. Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE. If a teacher wishes to withdraw from the teaching of RE, a letter requesting this must be submitted to the head of the school and its chair of governors. If a teacher withdraws from



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the teaching of RE, the school must still make provisions for the pupils to receive their entitlement to RE.

At Netherton C of E Primary School we believe that Religious Education helps all children, irrespective of their own religious beliefs, understand the world around them and the communities in our world. We wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from RE on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history and citizenship.

Any request from a parent for the withdrawal from RE must be made to the Headteacher. All requests will be granted, and parents are under no obligation to provide a reason for their decision. Once a request has been received and granted by the headteacher, parents may be offered an opportunity to discuss the nature of RE within school, to support the school's understanding of the parents' decision. We would welcome the opportunity to talk with you about Religious Education in the school; however, parents are under no obligation to take up this offer and it is not conditional on a request for withdrawal being granted. Should parents take up the offer of a discussion, the school may seek to establish the religious issues about which the parent objects to their child being taught.

If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the governing body every 3 years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- Change in Agreed Syllabus
- Change in Church of England Statement of Entitlement
- Change in legal position framework for RE

Approval / review by Governing Body:

Headteacher signed:

Date:

Chair of Governors signed:

Date:

Date of next review:

Date: