



Policy Document

Sutton-at-Hone C of E Primary School

Religious Education Policy January 2026

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Policy Statement for Religious Education at Sutton-At-Hone C.E. Primary School

We are God's family - learning together, loving together and growing together - striving to be the best we can be for ourselves, for God and for others.

“Which one of you, having a hundred sheep and losing one of them, does not leave the ninety nine in the wilderness and go after the one that is lost until he finds it?” Luke 15:4

As outlined in the Church of England Statement of Entitlement, at Sutton-at-Hone CE Primary School, we believe that Religious Education should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together.

Legal requirements and time allocation

As required by law, our school provides Religious Education (RE) for all pupils in accordance with the syllabus adopted by the Governing Body, being the Kent Agreed Syllabus for Religious Education. Following its advice, we devote 5% of curriculum time to this subject. Class lessons last between forty-five minutes to an hour a week over the year. Also, one additional 'off curriculum' day is devoted to RE each year when the children explore religion, faith and prayer more deeply for themselves and others. This is in addition to the time allocated to Collective Worship.

The purpose of RE for pupils

The purpose of RE is to enable pupils to become religiously literate or to develop their existing religious literacy.

Religious Literacy is:

“The ability to hold balanced and informed conversations about religions and beliefs.”

Aims

Religious Education is an educational activity which promotes the spiritual, moral, social and cultural development of pupils. It aims to enable pupils:

- To know about and understand Christianity as a living world-wide faith, by exploring core theological concepts
- To develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians
- To develop their abilities to connect, critically reflect upon, evaluate, and apply their learning to their own growing understanding of Christianity, of religion and belief more widely, of themselves, the world and human experience.

Spiritual, moral, social and cultural development

Religious Education has a particular contribution to this aspect of education because of its subject matter and the approach that is taken to the subject in this school.

Pupils are encouraged to:

- develop their own spirituality by exploring religious ideas and reflecting upon them for themselves
- develop morally by considering religious codes of conduct and discussing moral issues
- explore the social aspects of religion such as religious lifestyles
- listen to each other and to respect people whose ideas are different from their own.

Cultural development is promoted by an emphasis on Christianity, which has influenced British art, music and literature over the centuries. Our pupils are also encouraged to appreciate the diversity and richness of other cultures by studying some of the other principal religions in Great Britain. All staff engage in this teaching and learning experience with the pupils, to allow and encourage the children to develop a deep sense of self.

Content

Religious Education is a core subject at our school and we follow the Understanding Christianity curriculum which is adapted to suit our pupils where necessary. The curriculum builds on prior knowledge: where units are repeated in consecutive years (eg Salvation in Year 1 and Year 2) the curriculum takes learning deeper in the second year. In addition to this, from Year 1 to Year 6 children will spend at least two terms learning about world faiths and views.

EYFS: Creation, Incarnation, Salvation

In Early Years Foundation Stage, teachers will lay the foundations for RE by following the recommended Early Learning Goals, particularly 'Personal, Social and Emotional Development' and 'Understanding of the World'.

KS1: God, Creation, Incarnation, Gospel, Salvation, Judaism (Year 1), Humanism, a Universal unit based on caring for the world and Islam (Year 2).

LKS2: Creation/ Fall, People of God, Incarnation/ God, Gospel, Salvation, Kingdom of God, Sikhi and Humanism (Year 3), Hindu Dharma (Year 4).

UKS2: God, Creation/Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God, Islam (Year 5), Humanism and Judaism (Year 6).

Across Key Stages 1 and 2 Christianity continues to be studied for 56% of the time. In addition, the pupils study Sikhi, Hindu Dharma, Islam, Judaism, Humanism and a Universal unit (based on racism) as set out in the Kent Agreed Syllabus.

The following aspects of religions are considered: symbolism, worship and celebration, authority (i.e. key figures, religious leaders and holy books), values and lifestyles, and questions about the meaning and purpose of life.

The Big Frieze is a piece of artwork depicting the bigger story of The Bible which is used to support learning about Christianity. This is introduced in EYFS and is revisited at the beginning of each Understanding Christianity unit in every year group. This allows pupils to gain a deeper understanding of the wider picture of the bible, enabling them to consider the order in which the key events occur.

Approach

In both Key Stages 1 and 2, RE is studied as a separate academic subject but it is also linked with other areas of the curriculum. Care is taken to ensure progression and development of ideas in the RE syllabus. A variety of teaching strategies and resources are used in RE, to make it as interesting as possible and appropriate to the age of the pupils. The delivery of the curriculum should provide opportunities for meaningful and informed dialogue with a range of religions and world views. Pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. For the very young pupils in the Foundation Stage this is achieved by respecting their natural ways of learning through sense experience, exploration, conversation and play. Older pupils investigate, evaluate and discuss issues before recording in writing, drawing or acting. Resources include a variety of children's bibles, books, posters, internet, DVDs, videos and artefacts. We also regularly visit the local parish church. Sometimes visits are made to other buildings and places of worship.

Attainment targets

Pupils are taught to view their learning through the lenses of philosophy, theology and human and social science. These viewpoints encourage children not only to consider the different beliefs people hold, but how this shapes the lives those people live, and also for the children to consider their own thoughts and opinions about this. Within the new Kent Agreed Syllabus (2023) these areas are assessed at the end of each core unit by a series of relevant statements. These will be measured against national levels which are adopted by the Rochester Diocese and reported on at the end of each year.

Equal Opportunities

Our school values the opinions, and respects the beliefs and practices, of all pupils, staff and visitors, and handles with sensitivity, minority groups or opinions. Likewise, staff, visitors and pupils are expected to respect the beliefs and practices of each other.

Special Educational Needs

In line with the SEND Code of Practice, our school provides a broad and balanced curriculum that meets the specific needs of all pupils. In providing these learning opportunities, we follow the three principles as set out in the National Curriculum Inclusion Statement:

- to set suitable learning challenges
- to respond to pupils' diverse learning needs
- to overcome potential barriers to learning and assessment for individuals and groups of pupils

At all levels teachers are expected to be aware of the need to:

- extend the more able pupils in their class or group with relevant questions
- identify underachievement and give support
- plan an appropriate programme of study for learning achievement
- follow the 'School Approach' as identified in our School's SEND Policy.

In accordance with this Inclusion statement, RE input and tasks are adapted, often by questioning, at a level appropriate to each pupil so that all pupils have access to the RE curriculum.

Withdrawal

Parents/Carers have a right to withdraw their children from all or part of RE. However, we encourage the parent/carer to discuss this issue with the Headteacher before making a final decision.

The Role of the RE Leader

- To monitor record keeping and assessment
- To review the policy on a rolling cycle in accordance with school policy
- To ensure the aims and principles of the policy are implemented
- To monitor planning, teaching, and books
- To provide support and CPD for colleagues
- To monitor use of resources
- To attend appropriate CPD and disseminate to colleagues as appropriate.