



Martley C.E Primary School Policy for Religious Education in School Based on the Model Policy from the Diocesan Board of Education

Document Full Name	Policy for Religious Education in School
Developer/Role	Lucy Cox Headteacher
Edition Date	January 2026
Approval Responsibility	Local Academy Board
Approval Date	January 2026
Review Cycle	Every 3 years
Next Review Date	January 2029

Our Christian Values

Our Core Christian values are the 5 Cs - Commitment, Creativity, Compassion, Co-operation and Courage. They permeate our curriculum and are taught through our collective worship, within our curriculum and as part of our personal development programme.

Our vision is that everyone will know that they are loved by God. We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents, through embracing our diverse world.

'Every good action and every perfect gift is from God. These good gifts come down from the creator of the sun, moon and stars. God does not change like their shifting shadows'.

James 1:17

International Children's Bible

We also support and follow the vision of the Diocese of Worcester Multi-Academy Trust (DoWMAT) of which we are a member school:

'To Love, To Learn, To Serve' sums up the DoWMAT's vision for those who come together to create the MAT, enabling all to flourish both as individuals and in community with each other; living life in all its fullness (John 10:10).

Equality and Diversity Statement

At Martley CE Primary School and Pre-School, we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality. In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.



Contents

Introduction.....	3
Legal Position of Religious Education in School.....	3
The Church of England’s Statement of Entitlement.....	3
Religious Education and the school’s Christian Vision.....	3
Religious Education Intent	4
School Approach to Religious Education	4
Organisation & Time Allocation.....	5
Assessment / Recording & Reporting	6
Responsibilities for RE in School.....	6
The Right of Withdrawal from Religious Education	8
Review	9



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: Martley CE Primary School

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.

Martley CE 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

Our vision is that everyone will know that they are loved by God. We nurture all children and adults so that they flourish as individuals and make the best of their God-given talents, through embracing our diverse world.

'Every good action and every perfect gift is from God. These good gifts come down from the creator of the sun, moon and stars. God does not change like their shifting shadows'.

James 1:17 International Children's Bible



Building on these themes, RE in this school contributes to the outworking of our vision by ensuring that as a school we create safe learning environments in which the children feel able to express their opinions and view without judgement. As a school we ensure that children and adults feel as though they can talk about Christianity and other world religions in the way that Jesus taught us all to love one another. Everything we do is underpinned by our love and care for one another. At Martley, love is the root that grounds us in our day-to-day lives in school and outside in the wider community. We show care, compassion and love to everyone around us.

Religious Education Intent

Our vision is underpinned by five values: **Commitment, Courage, Compassion, Creativity and Cooperation.**

It is our intent at Martley CE Primary School to provide all of our children with a high-quality education in Religious Education, which develops their love of learning and curiosity about faiths and practices helping to provide them with an understanding of what it is to be a “global citizen”. We aim to build the children’s knowledge so that they understand the richness and diversity of religious and non-religious world views and encourage **compassion** and **cooperation.**

We want all pupils to develop a genuine interest and curiosity about religious and non-religious world views so that they may develop a **commitment** to continue their learning and in doing so, to develop tolerance of a range of beliefs and practices.

We want all pupils to develop the **courage** and confidence to engage in discussion about their understanding of spiritual matters, with the ability to confidently articulate their ideas in a safe, open environment.

It is our intention to foster **creativity** as a tool for effective learning through the way Religious Education is taught, this may be through drama, art, music or debate.

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 provide:

- 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 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 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 completing a summative assessment at the end of each unit. The class teacher's formative assessment after each RE lesson takes into consideration written work and verbal contributions in lessons.

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 Martley CE 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
- 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
- ensure that Christianity is the main religion taught in and through RE in each year group equating to at least 50% of curriculum time



- ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- ensure that the teaching of RE enquires in to 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
- engage 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
- contributing to the SIAMS self-evaluation process, including, but not limited to Inspection Question 6 and 7.

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

At Martley CE 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 three 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: February 2026

Chair of Governors signed:

Date: February 2026

Date of next review:

Date: February 2029