

Kingsland CE Primary School

Religious Education (RE) Policy



Let your light shine

“Let your light shine before others that they may see your good deeds and glorify your Father in heaven.” Matthew 5:16

Let your light shine on our vision:

As God's children, overflowing with His light, we will shine before others to inspire, nurture and bring joy so all may embrace life in its fullness to the glory of God.

September 2025

Kingsland CE Primary School

Religious Education (RE) Policy



Date for full implementation: September 2025

Review date: September 2027

Religious Education is based on the teaching and practice of the Anglican Church supported by the Diocese of Hereford. This Christian foundation is a distinctive hallmark of all that we seek to achieve. The Christian faith is presented in all its diversity and fullness, as are world faiths other than Christianity.

Partnerships with parents, governors, the local and wider communities are valued as we work together for the good of our children.

At Kingsland CE Primary School, we follow the [Herefordshire Agreed Syllabus for RE 2020-2025](#) (* new [Herefordshire Agreed Syllabus for RE 2025-2030](#)).

Religious Education is an amazing subject where pupils engage in theological, sociological and philosophical enquiry to explore the fundamental beliefs and practices from religious and non-religious worldviews. It also provides opportunities for pupils to reflect on their own beliefs and values. In our church schools, where pupils and staff come from all faiths and none, it is a highly valued academic subject that brings the whole community together through shared dialogue and understanding.

The National [Church of England Education Office](#) has produced a '[Statement of Entitlement](#)' as guidance for church schools in providing high-quality Religious Education for all pupils.





Kingsland Church of England (VA) Primary School



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Let your light shine on our vision:

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Let your light shine on our mission:

Our **deeply Christian** character is lived out through Christian values which illuminate all aspects of school life, where everyone is understood and respected as a **precious child of God**. The school's motto "**Let your light shine**" encapsulates the school's commitment to provide a **nourishing education** which is **deep** and **broad**, equipping children for **life in all its fullness**, focussed through **wisdom, hope, community** and **dignity**. With **spiritual development** at the heart of the school, our children are **inspired** with a love of learning, enabling them to **flourish** and embrace their fullest individual potential whilst learning how to love, and empowering others to do the same.



Let your light shine

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Let your light shine on our aims:

- Foster confidence, delight and discipline in seeking **wisdom**; open up horizons of **hope** and **aspiration**; promote the qualities of character that enable people to flourish together in **community**; and, embrace a deep **respect** and **dignity** for the equality of everyone.
- **Celebrating individualism and uniqueness**: Through God’s light, foster both children’s and adult’s uniqueness, leadership and courageous advocacy so that they can shine their light throughout the community.
- Whilst nurturing resilient individuals who are able to cope with life’s joys and disappointments and are able to engage in a lifelong search for meaning and purpose, seek human flourishing and practical wisdom through positive personal character virtues.
- **Learning to love through faith**: Promote understanding and respect for the Christian faith and for the spiritual, cultural and moral values of others, valuing and celebrating diversity and individuality.
- Provide a safe, happy, inclusive and stimulating environment for learning at the heart of the community, in which everyone is special and all are valued and equal.
- **Developing a love of learning**: Promote educational and cultural excellence, through academic rigour, innovation, creativity and deep spiritual development.
- Help children develop lively enquiring minds and a love of learning, enabling them to flourish and to find the strength through wisdom to acknowledge their weaknesses and build their resilience so they can fulfil their God given potential.
- **Opening our eyes to a bigger world**: Encourage tolerance, teamwork and cooperation, and build relationships on mutual respect and self-discipline.
- **Being part of the common good**: Work together to challenge, inspire and motivate all our children to become successful, confident and caring global citizens within our diverse world.

Aims of Religious Education

The aims of Religious Education which inform the programmes of study and attainment targets are:

- to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development
- to provide pupils with knowledge and understanding of Christianity and other principal religious traditions and beliefs
- to develop their understanding of the ways in which beliefs influence other people in their behaviour, practices and outlook
- to enable pupils to apply the insights of the principal religious traditions to their own search for identity and significance
- to enable pupils to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life
- to encourage pupils to develop a positive attitude towards other people who hold religious beliefs different from their own

Objectives

With these aims in mind, we try to provide opportunity for pupils to:

- develop their knowledge and understanding of, and their ability to respond to, Christianity and other principal religions
- explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures
- consider questions of meaning and purpose in life
- learn about, and from, religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues
- develop their sense of identity and belonging, preparing them for life as citizens in a multicultural society
- develop enquiry and response skills through the use of distinctive language, listening and empathy
- reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses

Legal requirements

RE in Kingsland CE Primary School is taught in accordance with the requirements of the school's Trust Deed, which requires us to "educate the children in the principals of the Established Church", together with the Herefordshire Agreed Syllabus.

We also recognise and fully comply with:

- The conscience clause:
we recognise that all parents have the right to withdraw their children from religious education.
- The legal requirement to report to parents annually on their children's progress in religious education, assessed using intended learning outcomes and expectations.

Links with the church

- Pupils attend Church for acts of worship several times a year for all the major Christian festivals.
- Pupils also visit the church to explore and study the building, its artefacts and symbols.
- At the start of each school year, children joining the Reception Class are invited to join with families and friends of the church for a 'Welcome Party' in the church. Year 6 pupils end their last day at Primary School in church with a 'Leavers' service.
- Several church members are governors of the school and other church members come into school regularly as classroom helpers to work with children.
- The Rector of Kingsland Church is a School Governor (Vice-Chairman)
- There are occasionally opportunities for the school to extend its links with the wider church community by attending services and workshops at Leominster Priory Church and Hereford Cathedral.
- Our school has a strong partnership, founded through the Leominster Deanery link with Tengeru, with Moivaro Primary School in Tanzania.
- Our school maintains close links with the Diocese of Hereford, especially the Education team.

Teaching, Learning, Assessment and Reporting

Religious Education has equal standing in relation to the core and other foundation subjects within the school's curriculum.

Pupils will be taught using the Herefordshire Agreed Syllabus for Religious Education, alongside Understanding Christianity. A rolling programme ensures full coverage.

The exploration of key questions will encourage pupils to develop and use skills of reflection, interpretation, analysis and application as well as developing their knowledge and understanding of religion and belief. This is often done through P4C (Philosophy for Children).

Pupils will be assessed in line as explained in the Herefordshire Agreed Syllabus with a termly record kept as to whether pupils are working at, above or below the expected level.

Attainment in relation to nationally expected, progress and attitude to RE are recorded on the school's annual summer reports as well as an RE comment.

Religions to be taught

Christianity is to be taught as the predominant religion. We also take into account the beliefs, viewpoints and ideas of children and their families.

EYFS: Christianity and aspects of other principal religions.

KS1: Christianity, plus Islam and Judaism.

KS2: Christianity, plus Hinduism and Islam, and comparing and contrasting beliefs and traditions from different religions.

The programmes of study are designed to enable pupils not only to learn about and understand religious beliefs, practices and lifestyles but also to respond through reflection on their own experience to the insights and teachings of these faiths. This reflection on beliefs, practices, lifestyles, moral values, and ultimate questions, is as important as the development of knowledge and understanding of religions.

Teaching Strategies

Religious Education is generally taught on a weekly basis, but sometimes delivered through a class topic or as a whole-school RE day. Teachers may develop their own key questions linked to the themes in the syllabus, allowing links with other subject areas where appropriate.

- RE makes a strong contribution to the Early Learning Goals for children at the foundation stage. Pupils follow the themes 'Special People', 'Special Times', 'Special Places' and 'Being Special'.
- Key Stage 1 children are taught by class teachers.
- Key Stage 2 children are taught by class teachers, following a rolling programme of study units planned for the different levels of ability within the class.
- Lessons may involve whole class teaching, group discussion and individual or group work.
- Creative approaches and active learning strategies enable children to express their thoughts, feelings, ideas and questions; for example through music, art, drama or dance.
- Opportunities are provided for moments of stillness, peace and reflection.
- RE may sometimes relate to other areas of the curriculum being studied at that time, and has close links to PSHE and Citizenship.
- RE promotes moral, social and cultural development and plays a significant part in values education.
- RE plays a leading role in promoting spiritual development.

Curriculum Planning

A [long-term rolling programme](#) has been developed from the Herefordshire Agreed Syllabus for Religious Education. Medium-term planning is the responsibility of individual teachers, supported

by the RE leader. Schemes of work provided by RE Today are extremely useful. Pupils are provided with a range of experiences and opportunities to enrich and broaden their learning. Understanding Christianity is being throughout the school to enhance the children's understanding of the big picture of Christianity.

Special Educational Needs

Work relating to the programmes of study that is planned for pupils with special educational needs should set suitable learning challenges and take account of the targets in Individual Education Plans and Intervention Planning. Material may be selected from earlier or later Key Stages where necessary to enable pupils to progress and demonstrate achievement.

Equal Opportunities

Teachers should enable pupils to begin to develop some sensitive understanding of matters relating to gender, race, other cultures and differences between people in respect of their abilities. Such understanding should be approached within the context of perspectives which religious education brings to it and, in particular, of the notion of equal worth of all persons.

Resources

There is a Religious Education section in the school library as well as resources for teachers in the resource cupboard.

RE Today publications are highly recommended, as are the Understanding Christianity documents and resources.



Kingsland CE Primary School

A Rich and Vibrant RE Curriculum



Year A

Class	Autumn Term	Spring Term	Summer Term
Class 1	F4 Being special: where do we belong? F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians? F3 Why is Easter special to Christians?	F5 What places are special and why? F6 What times/stories are special and why?
Class 2	1.10 What does it mean to belong to a faith community? 1.3 Why does Christmas matter to Christians?	1.6 Who is a Muslim and how do they live? (parts 1 and 2) 1.5 Why does Easter matter to Christians?	1.2 Who do Christians say made the world? 1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Class 3	L2.2 What is it like for someone to follow God? UC Incarnation LKS2	L2.9 How do festivals and worship show what matters to a Muslim? UC Salvation LKS2	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Class 4	U2.1 What does it mean if Christians believe God is holy and loving? UC Incarnation UKS2	U2.8 What does it mean to be a Muslim in Britain today? U2.3 Why do Christians believe Jesus was the Messiah? / UC Salvation UKS2	U2.9 Why is the Torah so important to Jewish people? U2.4 Christians and how to live: 'What would Jesus do?'
Class 5	U2.2 Creation and science: conflicting or complementary? UC Incarnation UKS2	U2.10 What matters most to Humanists and Christians? (C, M/J, NR) U2.5 What do Christians believe Jesus did to 'save' people? / UC Salvation UKS2	U2.12 How does faith help people when life gets hard?

Year B

Class	Autumn Term	Spring Term	Summer Term
Class 1	F4 Being special: where do we belong? F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians? F3 Why is Easter special to Christians?	F5 What places are special and why? F6 What times/stories are special and why?
Class 2	1.1 What do Christians believe God is like? 1.3 Why does Christmas matter to Christians?	1.7 Who is Jewish and how do they live? 1.5 Why does Easter matter to Christians?	1.4 What is the 'good news' Christians believe Jesus brings? 1.8 What makes some places sacred to believers? (C, M)
Class 3	L2.1 What do Christians learn from the Creation story? UC Incarnation LKS2	L2.10 How do festivals and family life show what matters to Jewish people? UC Salvation LKS2	L2.4 What kind of world did Jesus want?
Class 4	L2.3 What is the 'Trinity' and why is it important for Christians? UC Incarnation UKS2	L2.7 What do Hindus believe God is like? L2.8 What does it mean to be Hindu in Britain today? UC Salvation UKS2 / Good Friday	L2.6 For Christians, when Jesus left, what was the impact of Pentecost? L2.11 How and why do people mark the significant events of life? (C, H, NR)
Class 5	U2.11 Why do some people believe in God and some people not? (C, NR) UC Incarnation UKS2	U2.7 Why do Hindus want to be good? U2.5 What do Christians believe Jesus did to 'save' people? / UC Salvation UKS2	U2.6 For Christians, what kind of king is Jesus?