



Brabourne CEP School

Religious Education Policy – May 2026

Through creative and challenging experiences, we inspire our school community to develop resilience, a passion for learning and the courage to pursue our dreams. Within our nurturing environment and beyond, we live out Christian values, enabling all to flourish in the love of God.

Introduction

At Brabourne CEP School, pupils and their families can expect a high quality religious education (RE) curriculum that is challenging, rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a Church of England school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupils' own understanding of the world as part of their wider religious literacy. Using the Kent Agreed Syllabus we learn about other religions and world views, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Aims

As stated in the Church of England Religious Education Statement of Entitlement, religious education in this school aims:

- Acquire and develop knowledge and understanding of principal religions represented in the United Kingdom
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies, and cultures from the local to the global
- Develop the ability to make reasoned and informed judgements about religions and moral issues, with reference to the teachings of the principal religions represented in the United Kingdom
- Enhance their spiritual, moral, social and cultural development
- Develop positive attitudes of respect towards other people who hold views and beliefs different to their own, and towards living in a society of diverse religions and beliefs.

Through high quality RE, pupils develop as religiously literate learners who are able to engage thoughtfully and respectfully with theology, philosophy and human/social sciences.

Cultural Capital in RE

Our Religious Education curriculum strengthens pupil's cultural capital as pupils gain essential knowledge and understanding of the world and society, to become well-rounded educated citizens. Pupils acquire skills to respectfully challenge others, both in the search of their own spiritual deepening and in being curious about others. Through Religious Education, pupils gain a broader view of religious and secular communities including trips and visits.

Purpose of RE

Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. Pupils learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Objectives

As stated in the Church of England Religious Education Statement of Entitlement, the following objectives are age appropriate at the end of our pupils' education in school. The expectation is that all pupils are religiously literate and as a minimum pupils are able to:

By the end of EYFS:

Understand what makes them unique and special.

Know some festivals (Christmas, Easter, Harvest, Eid, Diwali, Chinese New Year) and explore rituals linked to them.

Use multi-syllabic vocabulary, such as religion, community, Christian.

Have listened to longer stories, and be able to remember much of what happens.

Know some stories from religious traditions.

Have explored places of prayer, worship and be able to talk about what happens there.

Be able to talk about people who are special to us, who belong to our family.

By the end of key stage 1:

Be able to describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them.

Be able to tell of the ways people express identity in belonging to a faith group and show how they are similar to another faith group.

Understand what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences.

Be able to retell and suggest meanings for some religious and moral stories and say how they influence people today.

Be able to respond to big questions from different worldviews.

Be able to express ideas and opinions about moral questions of right and wrong.

Be able to share ideas and examples of cooperation between people who are different.

Be able to recall different beliefs and practices, naming key words, key figures and core beliefs.

By the end of key stage 2:

Be able to describe and show understanding of links between different sacred texts and how those faith teachings influence communities and society today.

Be able to express understanding of the key concepts underpinning different faiths, linking sources of authority to belief.

Be able to make connections between the beliefs that underpin different celebrations, forms of worship, pilgrimages and rituals.

Be able to consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

Demonstrate understanding of how people of faith express their identity and their spirituality through symbols and actions.

Be able to articulate the responses of different religions and non-religious worldviews to ethical questions, including ideas about what is right and wrong and what is just and fair.

Be able to offer some answers to ultimate questions from different religious and non-religious perspectives.

Show understanding of the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable

Teaching and learning

RE has a high profile within our school curriculum and is comparable with other core curriculum areas. Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Rigorous assessment based on knowledge and understanding of core religious concepts shows that attainment is high and progress significant in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Listening to the teacher and each other.
- Ask and discuss 'big' questions
- Reading of texts.
- Seeking information for themselves in libraries and on computers.
- Discussion with the teacher and other pupils.
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits and visitors.
- Artwork.
- Outdoor learning.
- Time for reflection.

Differentiation and Special Educational Needs

Policy and practice in religious education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping. There is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

Breadth and balance

Although work on Christianity will predominate, there will be in-depth work on the major world religions and on other world views as appropriate. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes, and develop respect for diversity. Learning in the Understanding Christianity units is built upon spiral concepts, which are revisited over the course of primary education. Our school's progression of skills and knowledge document sets out the coverage and school vision for RE: [Brabourne-CEP-Progression-RE-1.pdf](#)

Equal Opportunities

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions will be treated with sensitivity and respect. The school upholds all protected characteristics under the Equality Act 2010.

Relevance

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. This will be done through engaging pupils in an enquiry based style of learning and by posing challenging questions to and by pupils.

Cross-curricular links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Spirituality

RE makes a significant contribution to pupils' spiritual development by providing opportunities to reflect on meaning, identity, belief, belonging and human experience through the study of religion and worldviews.

Health and Safety

Health and safety issues may arise in religious education on a number of occasions for example, when pupils:

- Handle artefacts.
- Consume food.
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Assessment, Recording and Reporting

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the Kent Agreed Syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education. (Statement of Entitlement June 2019 The Church of England Education Office)
- [RE Statement of Entitlement for Church Schools.pdf \(churchofengland.org\)](#) Produce and regularly review a subject policy to ensure that it remains up to date
- Ensure all teachers are aware of what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Support colleagues and help develop their subject expertise.
- Monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards.
- Liaise periodically with the HT and Governors.
- Seek opportunities for professional development for themselves and other staff.
- Order resources.
- Monitor end of term assessments.
- Observe the teaching of RE in school, providing support and guidance for teachers.
- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Resources

Religious education will be funded to enable a range of resources on different religions to be purchased. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

Legal Requirements

From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

Monitoring of RE

The quality of RE is monitored through:

- book looks and learning walks
- pupil voice
- curriculum monitoring
- assessment analysis
- governor visits
- professional dialogue and staff development

This ensures RE remains rigorous, ambitious and reflective of the school's Christian vision.