

CORSHAM PRIMARY SCHOOL

Religious Education Policy



Reviewed: November 2025

Policy Ratified by the LGC: November 2025

Next Review Date: November 2027

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Religious Education Policy



1 Mission Statement

Corsham Primary school believes it is important to learn about the beliefs and values held by others. The acquisition of skills and attitudes developed through RE are an important part of the development of children's learning and are crucial for their lives as citizens of a multicultural society.

2 Aims of Religious Education

Religious Education is taught in our school because it makes: "pupils enter into a rich discourse about the religious and non-religious traditions that have shaped Great Britain and the world. RE in primary and secondary schools enables pupils to take their place within a diverse multi-religious and multi-secular society. At its best, it is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world." (Research review series: religious education, Ofsted 2021).

"Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these." (Religious education in English schools: Non-statutory guidance 2010).

The United Nations Convention on the Rights of the Child article 14 states that 'Every child has the right to think and believe what they want and also practice their religion, as long as they are not stopping other people from enjoying their rights'.

By following Emmanuel Project RE at Corsham Primary School we intend that Religious Education will:

- adopt an enquiry - based approach as recommended by Ofsted, (as well as ensuring consistency with our Curious City enquiry planning) beginning with the children's own life experience before moving into learning about and from religion
- provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- encourage pupils to explore their own beliefs (religious or non- religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses
- enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society
- teach pupils to develop respect for others, including people with different faiths

- and beliefs, and help to challenge prejudice
- prompt pupils to consider their responsibilities for themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion
- develop a sense of awe, wonder and mystery
- nurture children's own spiritual development

3 Objectives

We will:

- provide all children at Corsham Primary with a broad and balanced RE curriculum following an enquiry-based model through Emmanuel Project
- study fundamental questions, beliefs and values by understanding religious traditions and practices, at a level appropriate to the children
- provide opportunities for children to explore their own feelings and relationships with each other in a secure and caring environment
- provide exciting and stimulating RE lessons following an investigative model which encourage children to take active roles and develop their communication, interaction, investigation, interpretation, analysis and evaluation skills
- provide children with a broad range of RE experiences such as visits from visitors from different faiths
- provide the children with sufficient knowledge and means to enquire about the traditions and practices of religions, emphasising similarities rather than differences, through the use of positive language and role models
- encourage attitudes of empathy, exploration, reflection and curiosity
- develop a sense of self-worth and respect for others
- encourage pupils to develop their sense of identity and belonging
- provide adequate and appropriate resources to ensure the above objectives can be met

4 The National Curriculum

We use the Emmanuel Project programme as our scheme of work. Emmanuel Project effectively develops children's Spiritual, Moral, Social and Cultural development as well as promoting the fundamental British Values. This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010
(<https://assets.publishing.service.gov.uk/media/5a7adb3ce5274a34770e7953/DCSF-00114-2010.pdf>)
- RE : realising the potential Ofsted 2013
(<https://www.gov.uk/government/publications/religious-education-realising-the-potential>)
- A Curriculum Framework for RE in England, REC 2013
(https://www.natre.org.uk/uploads/RE_Review_Summary.pdf)
- RE Statement of Entitlement
(https://www.churchofengland.org/sites/default/files/2019-02/re_statement-of-entitlement-for-church-schools.pdf)
- 2023 SIAMS (Statutory Inspection of Anglican and Methodist Schools) Framework (<https://www.churchofengland.org/sites/default/files/2023-08/2023-siams-framework.pdf>)
- "Research review series: religious education", published 12 May 2021
(<https://www.gov.uk/government/publications/research-review-series-religious-education/research-review-series-religious-education#teaching-curriculum>)

4.1 *The Educational Reform Act*

According to the Education Reform Act 1988 (376) RE is required to be included in the basic curriculum which all schools must provide for their registered pupil (including those in reception class). The status of RE is important. It ensures that RE has equal standing in relation to National Curriculum subjects within a school's curriculum, but is not subject to any statutory prescribed national attainment targets, programmes of study or assessment.

4.2 *The Education Act*

According to The Education Act 2002 section 80 (1) (a) Religious Education should be provided for all registered pupils except for those withdrawn at the request of their parents (s71SSFA 1998). This will include school children in Reception classes as well as Post 16 students (but not those at Sixth Form colleges). Special schools should comply as far as far as is practicable.

4.3 *Responsibility of the LEA*

The aims of our RE, using the Emmanuel Project Scheme of Work meets the requirements of our locally agreed syllabus and is aligned to the non- statutory guidance described above.

5 Equal Opportunities

When writing and reviewing this policy staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with equality obligations outlined in anti-discrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme.

6 Success Criteria

- That a positive, caring and understanding ethos is evident throughout the school (LEA Support and Challenge Programme & Ofsted).
- That teachers' planning demonstrates that Emmanuel Project is being used.
- That sufficient time and a regular session is devoted to RE on a weekly basis.
- That teachers' planning reflects opportunities for application of newly acquired skills across the curriculum.
- That stimulating and relevant resources are being used to support teaching and learning.
- That children feel secure in their ability to discuss their ideas, beliefs and questions in an unprejudiced environment.

Throughout the year, classroom teaching and planning, documents, any written and photographic evidence in floor books will be monitored by the subject leader to ensure that the above is being effectively implemented, alongside observations in all Key Stages.

7 Withdrawal from Religious Education

The Education Act 1996 (389) allows the parental right to withdraw a child from receiving RE.

Parents wishing to withdraw their child should inform the Headteacher in writing. The information will be kept in the child's file to inform future teachers.

The Headteacher should establish with the parents:

- the religious issues about which the parent would object to their child being taught.
- the practical implications for withdrawal.

- the circumstances in which the school can reasonably be expected to accommodate parental wishes.
- whether the parent would require any advance notice of such RE, and if so, how much?

If RE is taught in an integrated timetable alongside National Curriculum subjects (for which there is no right of withdrawal) the teacher concerned will need to discuss the schemes of work for that year with the parents.

If a child is withdrawn from RE, the class teacher should provide appropriate alternative work for them to do in an appropriate place.

The law states that it is not obligatory for a teacher to teach RE or lead or attend those parts of an assembly that are an act of worship. They cannot be penalised for not taking part in the provision of either.

If a teacher is unwilling to teach RE, they should inform the Headteacher in writing. The Headteacher will arrange suitable provision for the teaching of RE for that class.