



St Mary's C of E Primary School

'Growing our community together'

Welcome, Nurture, Grow, Flourish



Religious Education Policy 2025-26

Committee responsible	Children & Learning (CEWP in 2025)
Approval required by	Full Governing Body
Statutory or Recommended	Statutory
Frequency of review	Every year
Date approved	November 2025
Date of next review	November 2026
Display on website	Yes
Link with other policies	Collective Worship
Signed by the Chair Of Governors:	Danny Webb
Signed by the Headteacher:	Emmeline Lawlor

St Mary's Primary School, Church Lane, Chessington, KT9 2DH

<https://www.stmaryschessington.co.uk>

Opening Statement

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.

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 Statement of Entitlement February 2019)

Our Vision:

Jesus said, "What can we say God's kingdom is like? What story can we use to explain it? It is like a mustard seed, which is the smallest of all seeds on earth. But when you plant the seed, it grows. It becomes the largest of all garden plants. Its branches are so big that birds can rest in its shade." Mark 4:30-32

- Provide a welcoming, safe and inclusive community underpinned by our Christian ethos.
- Build a sense of belonging by growing strong, nurturing relationships shaped by Christian values.
- Foster and grow a life-long curiosity and love of learning by providing a high-quality curriculum that is ambitious, broad and accessible to all.
- Enable children and adults to flourish mentally, academically, physically, spiritually and socially and so fulfil their potential.

Religious Education

Religious education is an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. *(Religious Education Statement of Entitlement February 2019)*

Religious Education contributes dynamically to pupils' and students' education by provoking challenging questions about meaning and purpose in life, beliefs (religious and non-religious), issues of right and wrong and what it means to be human. In RE they learn about and from worldviews, including Christianity and other principal religions and beliefs (including non-religious perspectives such as Humanism) in local, national and global contexts, to discover, explore and consider different answers to these questions.

Pupils 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 them with systematic knowledge and understanding of a range of worldviews, beliefs, concepts and practices, enabling them to develop their ideas, values and identities (personal knowledge). Religious Education should also develop in pupils and students an aptitude for dialogue so that they can participate positively in our society with its diversity of beliefs. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, whilst respecting the right of others to differ. Religious Education supports pupils and

students in developing their sense of identity and belonging and enables them to flourish individually within their communities and as citizens in a diverse world.

Aims and objectives

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.
- To develop interest in and enthusiasm for the study of worldviews and enhance their own spiritual, moral, social and cultural development.
- To develop the ability to make reasoned, informed and creative responses to religious and moral issues.

Religious Education Curriculum

Religious Education is taught according to the Surrey Agreed Syllabus for Religious Education 2023-2028.

For our RE Curriculum Overview, please see

<https://www.stmaryschessington.co.uk/religious-education/>

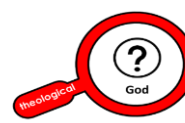
Curriculum Balance and Time

Reflecting the Church of England Statement of Entitlement for Religious Education 2019, parents and pupils are entitled to expect that Christianity is the majority religion studied in each year group and should be at least 50% of curriculum time. A minimum 5% of weekly curriculum time, but ideally more, meeting explicitly RE objectives, is committed to the delivery of RE.

Teaching and Learning in Religious Education

Our RE curriculum is designed to ensure a balance of theology, sociology and philosophy. We have identified these as three Golden Threads:

- 'God': relating to theological approaches;
- 'Identity': relating to more philosophical approaches;
- 'Community': relating to sociological approaches.



These 'Golden Threads' are threaded throughout the units of work as part of the syllabus progression model in the way that they develop children's knowledge, understanding and skills in age-appropriate ways.

Pupils' own perspectives form a part of their learning within the syllabus as part of the development of their personal knowledge. Using pupils' starting points is one of the ways in which the syllabus strives to be inclusive of the wide spectrum of religious and non-religious beliefs that are a part of our community.

Religious Education in EYFS

The RE curriculum for the EYFS always starts from where the children are, often taking a child's-eye view and drawing upon their personal experiences. The curriculum allows children to explore the world around them from this starting point.

As a Church School, we follow the curriculum guidance for Religious Education developed by the Diocese of Guildford. This states that RE in the Early Years in a Church school should help pupils to understand that their school has a special relationship with their parish church (both building, and community) and what this means. It also recognises that in accordance with good early years practice, the RE should be relevant to the beliefs, cultures and interests of the children in the class. This may mean that religions other than Christianity are included.

Religious Education in Key Stage One

Pupils develop their knowledge and understanding of the worldviews, beliefs and 'lived experience' of some Christian, Jewish and Muslim people, and some non-religious people.

Pupils become more aware of other peoples' worldviews and are encouraged to develop important subject-specific and cross-curricular skills.

Religious Education in Lower Key Stage Two

Pupils extend their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and are introduced to the importance of equality to Sikhs, and the Golden Rule to Humanists, recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. Pupils make connections across their learning in the thematic units and deepen their understanding of concepts within and across religions / beliefs.

Pupils are encouraged to become more self-reflective in the way that they understand their own personal worldview and the things that may have influenced it. They will also continue to develop important subject-specific and cross-curricular skills.

Religious Education in Upper Key Stage Two

Pupils further develop their understanding of the beliefs and lived experience of some Christian, Jewish, Muslim & non-religious people, and are introduced to Hindu (Sanatana) Dharma and Buddhism. As learning develops across this phase, pupils will increasingly become aware of the factors that might account for diversity within and across communities, including opportunities to consider how some sacred texts can be interpreted in different ways e.g. creation stories.

Pupils continue to explore their own personal worldview and begin to articulate some of the factors that may have influenced it, also applying their thinking to help them to understand the worldviews of others.

Assessment, Recording and Reporting

Assessment in Religious Education will:

- Be directly related to the expectations of the Surrey Agreed Syllabus
- Recognise the importance of Religious Education in a Church school, while also recognising that the taught time is considerably less than that of English and maths.
- Seek to identify pupils' development of factual knowledge, skills and attitudes.
- Inform next steps in teaching and learning both for individual pupils and class groups.
- Inform whole school areas for development.
- Enable effective reporting to parents.

Monitoring

The Governors who form the Children and Learning Committee have responsibility for monitoring RE at the school: <https://www.stmaryschessington.co.uk/our-family/our-governors/>

The Religious Education subject leader is responsible for monitoring the standards of the children's learning and the quality of teaching in religious education.

Role of the RE subject leader

The subject leader will:

- produce and regularly review a subject policy to ensure that it remains up to date.
- ensure RE provision reflects the Church of England Statement of Entitlement.
- monitor and review the implementation of policy and units of work.
- be informed about any current developments in the subject, locally and nationally.

- attend termly RE network meetings at Guildford Diocese.
- ensure all teachers know 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 by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- monitor, analyse and question RE assessments carried out by staff.
- liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.

Resources

Resources to support the teaching and learning of RE are currently located in the school library and in the resource room in KS1. Additional artefact boxes may be borrowed from [Guildford Cathedral Resources Library](#).

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The school must comply with any request from a parent to withdraw their child from all, or part of Religious Education, 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 head teacher before making this decision.

Where pupils are withdrawn from all or parts of the RE curriculum, they will engage in a personal project linked to the wider curriculum.