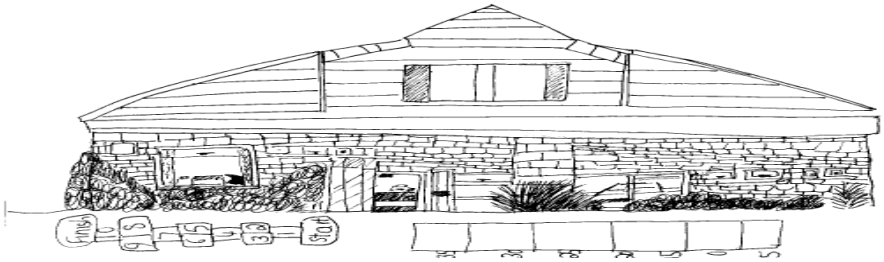
Graveley Primary School
A Church of England (VC) School



R.E. Policy

Date of policy	**Autumn Term 2026**
Date ratified by the Governing Board	**11/11/2026**
Date of next review	**Autumn Term 2029**

'Rooted in God's love, growing together in hope.' Ephesians 3:17

School Vision

"Rooted in God's love, growing together in hope." Ephesians 3:17

At Graveley Primary School, we believe that every child is wonderfully made in the image of God, with unique gifts, hopes, and potential. Inspired by the teachings of Jesus, we are a nurturing, inclusive, and compassionate community where all are welcomed, valued, and supported to flourish—regardless of background, ability, or circumstance.

Guided by the words of Micah 6:8, *"Act justly, love mercy, and walk humbly with your God,"* we strive to:

- **Celebrate diversity** as a reflection of God's rich creation—recognising and honouring the dignity and worth of every individual, including children with special educational needs and those seeking sanctuary.
- **Provide a safe and loving environment** where children are empowered to learn, grow, and discover their purpose, supported by tailored care that nurtures emotional, spiritual, and academic development.
- **Build strong relationships** founded on mutual respect, kindness, and understanding, creating a school family where every voice is heard and every story matters.
- **Encourage resilience, hope, and healing**, fostering a culture of perseverance and joy in learning, especially for those who have experienced trauma or disruption.

Together with families, the local church, and the wider community, we seek to be a beacon of light and peace—cultivating a spirit of belonging and aspiration in the heart of our village.

Religious Education as an expression of our School Vision

At Graveley Primary School, Religious Education lies at the heart of our vision to be a caring, inclusive and reflective Christian community. Our approach to R.E. supports all children on their journey of discovery and learning, ensuring they feel safe, valued and known as they explore life's big questions about meaning, belief and purpose and develop their spirituality.

Our R.E. curriculum is carefully planned and sequenced to provide an inspiring Christian environment in which our values are lived out daily. R.E. invites pupils to gain wisdom from Christian teaching and worship, while developing respect and understanding for those of other faiths and none. This reflects our commitment to nurturing advocacy, compassion and thoughtful engagement with the wider world.

By encouraging enquiry, reflection and discussion, Religious Education fosters an enquiring attitude towards learning, enabling children of all abilities to think deeply, ask questions and grow spiritually. Pupils are supported to develop their own beliefs, values and moral understanding, helping them to be the best that they can be.

R.E. also reinforces our call to love and care for creation and our neighbours near and far, supporting pupils to consider their responsibilities to others and the world God created. Links with St Mary's

Church enrich this learning through worship, shared celebrations and engagement with the parish community.

In this way, Religious Education is a powerful expression of our school vision, shaping pupils who are respectful, reflective, compassionate and confident as they grow in faith, understanding and hope.

RE Policy Statement
Religious Education is unique in the curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that: 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Aims
The broad aims of Religious Education are set out within the Church of England Education Office Statement of Entitlement (2019). The primary purpose of Religious Education is to promote religious literacy. By this we mean that pupils are able to hold balanced and well-informed conversations about religion and belief.

The aims of R.E. are to enable 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 studied;
- To engage with challenging questions of meaning and purpose raised by human experience and existence;
- 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; and
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

In achieving these aims, Religious Education contributes in a significant way to the flourishing of all children, '…..allowing them to live life in all its fullness.' (John 10:10).

Curriculum
Religious Education is an academic subject, delivered in an academic, objective and pluralistic manner.
As a school, we follow the new and revised Hertfordshire Agreed Syllabus of Religious Education. Religious Education is taught in all classes for one hour a week and is taught by the class teacher. The syllabus aims are met over a two-year rolling programme using Kapow as a resource.

The curriculum for religious education is designed to ensure religious literacy lies at the heart. A multi-disciplinary approach to curriculum design provides a balance between theology, philosophy and the human/social sciences.

Theology: This examines where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

Philosophy: This is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously questions about reality, knowledge and existence.

Human/Social Sciences: This explores the diverse ways in which people practice their beliefs, both now and in the past. It engages with the impact of beliefs on individuals, communities and societies.

Assessment
Pupils are assessed in terms of how they are making progress in relation to the theological, philosophical and human/social sciences disciplines within Religious Education. In broad terms, the following principles have been applied to each aspect in terms of what it means to become more religiously literate:

- Extending knowledge and understanding from the concrete and familiar to the abstract and complex;
- Moving from simple ideas and beliefs/concepts to making connections between them and placing these within a bigger picture or meta-narrative;
- Demonstrating increasing layers of interpretation of religion, religions, beliefs and worldviews through engagement with a broadening and increasingly complex range of information;
- Showing an increasing ability to critically question and form coherent, logical arguments, including increasing recognition of divergences of opinion about and the controversial nature of religion and belief; and
- Expressing a broadening understanding of diversity in terms of the nature of religion, religions and worldviews.

Pupils are assessed using age-related expectations. This is done in a variety of ways e.g. through written activities, role play, artwork and discussion. Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. Teachers use their judgement to identify a manageable and appropriate assessment strategy based on the knowledge of pupils and ensure that they check what pupils know, understand and remember over time. Assessment is used to ensure that they make good progress in this subject and to plan future work.

Monitoring and Evaluation
The subject leader will monitor provision and standards within the school through observation, looking at work, talking to children and reviewing the curriculum with staff.

The Right of Withdrawal From R.E.
Our school is an inclusive community but recognises that parents have the legal right to withdraw their children from Religious Education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as History or citizenship.

Managing the right of withdrawal

- The use of the right to withdraw should be at the instigation of parents, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given;
- Where parents have requested that their child is withdrawn, their right must be respected, and where religious education is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated;
- If pupils are withdrawn from religious education, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on the premises;
- Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for religious education of the kind the parent wants the pupil to receive. This religious education could be provided at the school in question, or the pupil could be sent to another school where suitable religious education is provided if this is reasonably convenient;
- If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of religious education that the parent wants, and the pupil may be withdrawn from the school for a reasonable period of time to allow them to attend this external religious education;
- Outside arrangements for R.E. are allowed as long as the local authority is satisfied that any interference with the pupil's attendance at the school resulting from the withdrawal will affect only the start or end of a school session.

Role of the R.E. Leader

- To ensure that the R.E. policy is implemented and to keep up to date with reviews;
- To have oversight of the R.E. curriculum and keep up to date with local and national changes;
- To monitor, review and update resources;
- To monitor pupil progress and achievement;
- To maintain and build priorities set by the school;
- To develop links with the Church and Diocese;
- To coach, mentor and support teachers in developing their strengths in teaching RE, including planning, arranging and delivering CPD as appropriate; and
- To liaise with parents to ensure all children receive their entitlement.

Entitlement and Inclusion

All children are entitled to access a broad and balanced curriculum at an appropriate level. Teachers should include a range of teaching styles and groupings to allow all children to make progress. Every child should be given opportunity to develop their skills independently and in groups, enhancing their own confidence and self–esteem.

The contribution R.E. makes to other curriculum aims

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Examining and exploring religions and beliefs, through the distinct knowledge, understanding and skills contained in religious education, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

Religious education plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

Religious education makes an important contribution promoting community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective religious education will promote community cohesion at each of these four levels.

The school community

Religious education provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located

Religious education provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community

A major focus of Religious Education is the study of diversity of religion and belief in the UK and how this influences national life.

The global community

Religious Education involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

Religious Education subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive academy ethos that champions democratic values and human rights**.**

Monitoring and Review

The implementation and impact of the policy will be evaluated through the school's self-evaluation processes.