Religious Education Policy

Bramley Church of England Infant and Nursery School

We are inspired by Jesus' words **'live life in all its fullness'** (John 10:10)
Seek within, wonder why, reach out, aim high.

Policy effective from	September 2026
Last reviewed on	September 2026
Next review due by	September 2029

Version history			
Version	**Description of change**	**Author**	**Approved**
1.0	Original version to combine Guildford Diocese model policy and School's intent, implementation and impact	Naomi Strickland and Kate Muncer	Local Committee

Opening Statement

The essential place of religious education (RE) in a Church school flows from the deep commitment to the flourishing of every child articulated in the *Church of England Vision for Education*. This document sets out the aim for young people to leave school with a rich and well-informed

understanding of Christianity. Equally important is the development of a commitment to generous hospitality, expressed through deep respect for the integrity of other religious and belief traditions, and for the religious freedom of every individual.

(Religious Education Statement of Entitlement, from September 2026)

Our School Vision and Values

We are a small and inclusive Infant and Nursery school that nurtures children to flourish in all areas of their lives. We are inspired by Jesus' words *'live life in all its fullness'* (John 10:10). Using the awe and wonder of nature we provide experiences which support physical, mental and spiritual wellbeing. We are proud to be part of the local area supporting our children to be confident and respectful members of the community and wider world.

We do this by encouraging our children to:

- Seek within
- Wonder Why
- Reach Out
- Aim High

Our school values

- ❖ Kindness
- ❖ Respect
- ❖ Perseverance
- ❖ Togetherness
- ❖ Truthfulness
- ❖ Courage

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 from Sept. 2026)*,and meets the requirements of the *Church of England Statement of Entitlement.*

Intent:

Our RE curriculum at Bramley C of E Infant and Nursery School focuses on:

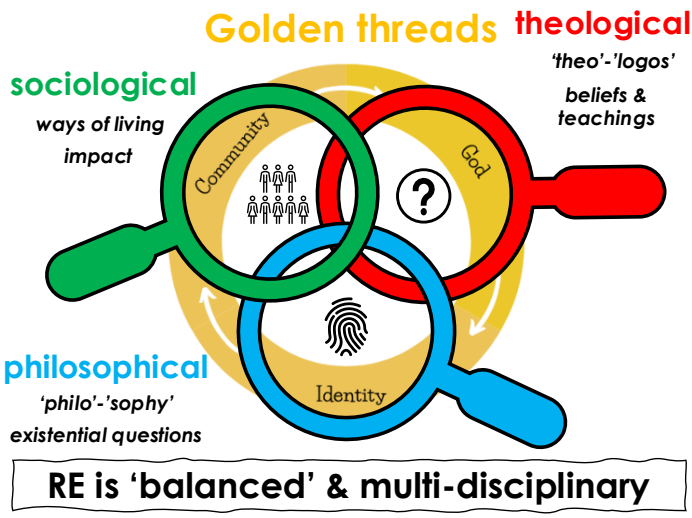
- what it means to **get better at RE**, across three types of knowledge: 'substantive' (content); 'disciplinary' (how pupils learn to learn in RE); and 'personal', which reflects a worldviews approach, thinking about where theirs and others' ideas come from and what influences them
- how **content is sequenced** to give pupils an overall conception of religion or non-religion, building on and developing prior learning. Sequencing is especially important when introducing sensitive or controversial issues, start with the similarities / common ground before introducing the differences and the controversy.
- **building pupils' schemata** within units and across their learning in RE, and (as teachers) being aware of how this develops within the RE curriculum.

Our main principles are:

- to study religions discretely
- to introduce thematic units in each phase to build schemata & allow for wider study

- to focus on the importance of asking good questions

  Behind our curriculum lie these golden threads, ensuring that pupils explore their learning in RE from 3 different perspectives – through the lenses of theology, philosophy and sociology.



The theological thread covers ideas about God – or 'not God', as children explore non-religious worldviews.
In our syllabus, this means:

- Concepts – the 'big ideas' that give children places to hang their knowledge
- Beliefs and teachings – that relate to the concepts / religions explored
- Sacred texts & stories – appropriate to different ages / stages
- How these relate to festivals and practices (and link to behaviour and community life)
- Artefacts & places of worship, having concrete examples help to make sense of abstract concepts

The sociological thread covers the study of society.
In our syllabus, this means:

- The impact of beliefs / theology / concepts on people. This might relate to individuals or groups.
- So, our sociological approaches relate to
  - Ways of life
  - Link between beliefs & practices
  - We encourage pupils to explore similarities and diversity
  - And, as pupils mature, to be able to see how this relates to the way religions & beliefs might change over time

The philosophical thread covers a love of wisdom.
In our syllabus, this means:

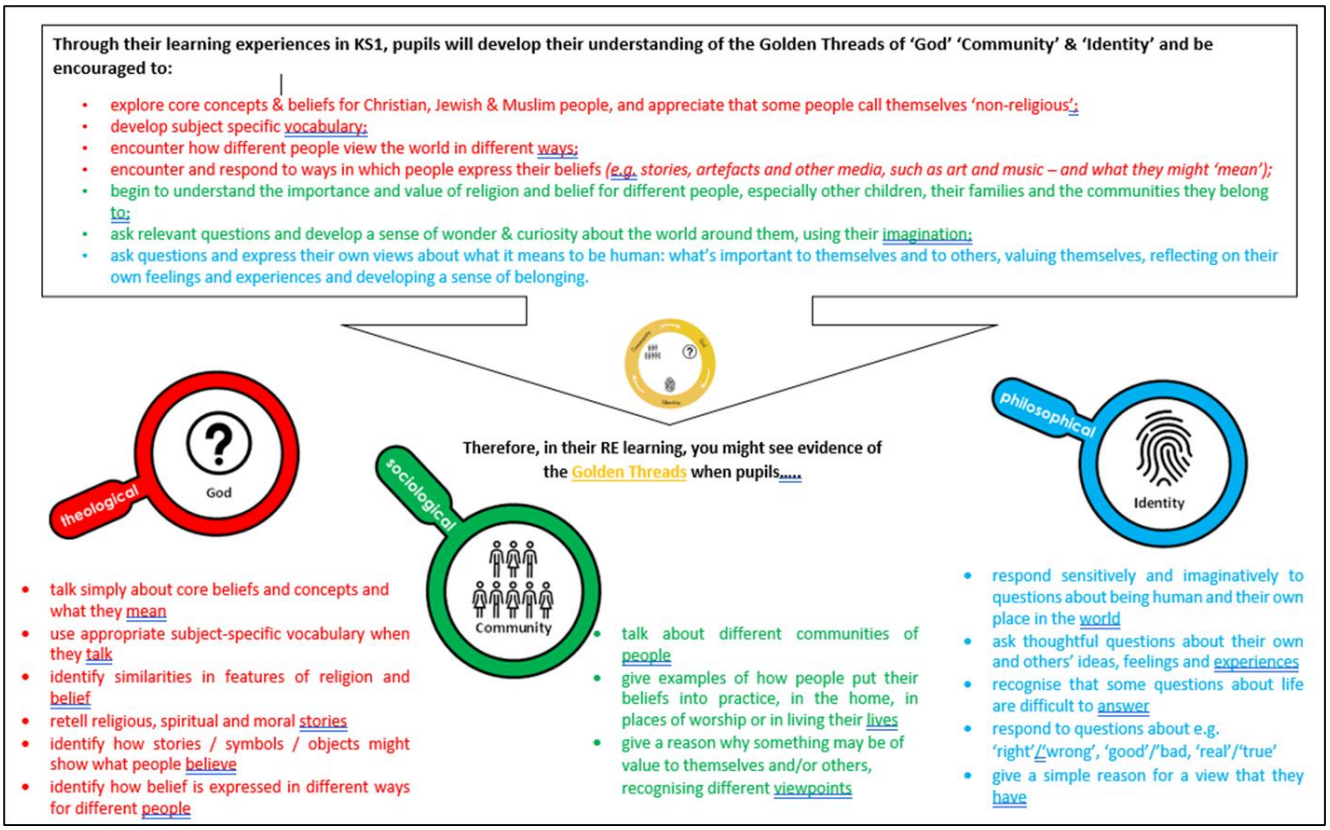
- Existential questions – the big questions that we ask about life, that are often about…
  - Being human
  - Search for meaning why am I here? How should / do I live?
  - Looking at the concepts of right….wrong….true
  - Awareness of themselves and others and that beliefs shape who we are, our identity
  - Relates to personal knowledge. In EYFS and KS1, this is the connection with the pupils' own experiences, their starting points – from home – and building understanding of others through the curriculum. Children will begin to see the

value of someone else's way of life and thinking, through what they learn and experience in the RE curriculum (and wider curriculum / school experience)

Implementation

Bramley Infant and Nursery School follows the Guildford Diocesan Board of Education Guidelines for our RE Curriculum. We have ***concept maps*** for each religion & belief covered in KS1. These contain the ***core theological ideas*** for the religions and beliefs in the syllabus, and are reflected in the substantive content for each unit, zooming in on one small area rather than trying to cover everything.
There are compulsory units for religions / beliefs for each phase, and a ***thematic unit***, which has been chosen for the second half of the summer term and will draw learning across each year group together.
Each unit of work has six key questions which help to shape learning. The six key questions are an essential part of the planning process for teachers and of applying the Golden Threads (multi-disciplinary lenses) in the classroom.

Impact
The impact is good progress for pupils, because of learning that is shaped by the golden threads questions. Each phase has expected outcomes for pupils – these have been used to shape the outcomes for each unit of work.



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 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 (2026), our school aims for all pupils:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

To enable pupils to:

• demonstrate an appreciation of the nature of worldviews and the important contribution of religion and belief, spiritual insights and values to the individual's search for meaning in life;

• recognise that someone's worldview, including their own, can be influenced by many factors and is an intrinsic part of how they view the world;

• develop knowledge and understanding of Christianity, and of the other principal religions and beliefs represented in Great Britain, through their history, contemporary diverse expressions and encountering peoples' lived experience;

• develop interest in and enthusiasm for the study of worldviews and enhance their own spiritual, moral, social and cultural development;

• develop the ability to make reasoned, informed and creative responses to religious and moral issues;

• recognise the influence of beliefs, values and traditions on the individual, on culture and on communities throughout the world

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 our school website: https://www.bramley.surrey.sch.uk/curriculum-and-learning/curriculum/religious-education-re

Curriculum Balance and Time

Reflecting the Church of England Statement of Entitlement for Religious Education 2026, 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.

Note: Collective Worship is not part of the "taught day" and so is not included in the calculation of R.E. teaching time.

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;
- **'Community':** relating to sociological approaches.
- **'Identity':** relating to more philosophical 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. **The substantive content for EYFS is shaped as six key questions** designed to be used as part of the EYFS curriculum & through continuous provision in the classroom. This means that teachers will incorporate concepts and planning from the units as they link to the children's interests and school curriculum.
For a full breakdown of the units covered in both EYFS and KS1 please refer to our yearly overview.

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.

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

Rev. Davie is responsible for monitoring RE within his role on the Local Committee.
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:

- support colleagues in the teaching of Religious Education.
- be informed about any current developments in the subject, locally and nationally.
- provide a strategic lead and direction for the subject in the school.
- attend termly RE network meetings at Guildford Diocese.
- ensure that all pupils receive their legal entitlement of religious education.
- ensure RE provision reflects the Church of England Statement of Entitlement.
- produce and regularly review a subject policy to ensure that it remains up to date.
- 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.

- monitor and review the implementation of policy and units of work.
- monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- monitor, analyse and question RE assessments carried out by staff.
- liaise with the HT and Local Committee to feedback on the monitoring and impact of RE across the school.
- support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Resources

The school have a wide range of resources including physical resources to use to enhance the teaching of RE. Resources can also be borrowed from Guildford Cathedral Resources Library.

Legal Requirements & Right of Withdrawal

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)*

In view of the Christian ethos and distinctive Christian character of our school, we would hope that children admitted will participate fully in RE; however, 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.** This request may also be changed by parents at any time. A school remains responsible for the supervision of any child withdrawn from RE (unless the child is lawfully taking part in RE elsewhere), though not to provide additional teaching or to incur extra costs.