



Chaddleshworth St. Andrew's and Shefford Church of England Federated Primary Schools *'Living life in all its fullness'*



Chaddleshworth and Shefford C of E Federated Primary Schools	Effective Date:	February 2026
Policy and Procedure Statement	Revision Date:	February 2029
School Policy for Teaching & Learning of Religious Education (RE)	Approval:	Headteacher: Debbie Munday
		Chair of Governors: Jim Hazlewood

As a federation of two Church schools, we are at the heart of the community and strive to 'Live life in all its fullness', in partnership with parents and the wider community.

Chaddleshworth St. Andrew's and Shefford CE Primary Schools are committed to enabling all pupils to achieve their full potential. We will do this through developing a love of learning within a creative environment, where everyone aspires towards excellence.

We strive to provide worship opportunities that are inclusive, invitational and inspiring. The worship of the school is based on promoting the Christian values which permeate the ethos of the school. As such, the contributions of staff, pupils, church clergy and other visitors are valued highly. We also follow the requirements of the 1988 Education Reform Act for Collective Worship.

Our specific Christian values are:

Community, Compassion, Courage, Trust, Perseverance and Thankfulness.

Name	Signature	Date
Headteacher Debbie Munday		February 2026
Chair of Governing Board Jim Hazlewood		February 2026

Introduction

In Chaddleworth & Shefford Federated Primary School, we value religious literacy and recognise the need for our pupils to gain the knowledge and skills to understand a range of religions and worldviews so that they can engage in informed and balanced conversations about religions and belief. Through RE we give our pupils the opportunity to develop spiritually, morally, socially and culturally and to reflect on their own beliefs and consider the views of others with discernment. We believe that RE plays an important role in preparing pupils for life in the modern world, and should enable all our pupils to flourish as citizens in a diverse, global society. RE plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and worldviews, whether religious or non-religious. RE has the same high status as any other subject and contributes to the overall development of our pupils from all backgrounds and traditions. Our approach to Religious Education takes full account of our school's context and we teach RE to give children an understanding of religion and world views.

Everyone is welcome in our school, we recognise and value different beliefs and invite our children to find out and learn more about their understanding and beliefs. There are three pillars of knowledge;

- Substantive knowledge- including core facts about beliefs, practices, and sacred texts across religions and worship
- Ways of knowing- teaching methodologies to study and interpret religion, showing how knowledge is constructed and examined
- Personal knowledge- encourages reflection on individual world views, values, and beliefs fostering self-awareness and empathy

We plan for all RE teaching and learning to be inclusive, engaging, respectful, thought provoking and interactive with a holistic learning approach, with an appreciation for diversity to provide opportunity for reflection and deeper understanding.

The Legal Position

Every maintained school in England must provide a basic curriculum ([Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) and the RE [National Curriculum Non-statutory guidance 2010](#)). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents (see paragraph below). As a voluntary controlled school, RE is therefore taught in accordance with the Locally Agreed Syllabus ([PAN Berkshire](#)), while also reflecting the requirements of the [Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019](#). The statutory section 48 (SIAMS) inspection will evaluate the way that RE contributes to the Christian character of the school as well as the priority, provision and quality of the curriculum.

Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious worldviews that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and worldviews, whether religious or non-religious. This is religious literacy.

Therefore, the aims of RE in our school are:

- 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 living, believing and thinking.

Curriculum and Time Allocation

The RE curriculum at Chaddleshworth & Shefford Federated Primary School, follows the Locally Agreed Syllabus. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. **At least 50% of the time is devoted to Christianity.** Other religions are covered according to the syllabus, e.g. Judaism in KS1, Hinduism & Sikhism/Islam in KS2. Please see our [School's Religious Education long term curriculum planning overview](#).

The total time for RE is between 5% and 10%, and it is taught in dedicated weekly lessons. The time dedicated to RE is separate from the time given to Collective Worship. In KS1 this will amount to approximately 36 hours per year; in KS2 this rises to 45 hours per year.

Teaching, Learning and Assessment

RE is taught using an enquiry, question based approach, based on a Big Questions and investigative approach, as recommended by the Diocesan Scheme of Work, that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

Through critical thinking, personal reflection into their own thoughts and feelings, and their growing subject knowledge, the pupils will develop an understanding of the different religions and world views that will promote understanding, tolerance and acceptance in the society and world that we live in. A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background. Our approach to teaching and learning of RE links to our [school's SEN and Equal Opportunities policies](#) and the [National Society for Education's Flourishing for All \(2024\)](#).

Assessment procedures will follow those of the Agreed Syllabus and be in accordance with other assessment and feedback procedures in the school. Students will engage in a variety of activities which will also enable teachers to assess what they have learnt, as well as the quality of the curriculum. Records kept will include information about pupils' experiences and judgements about their progress, as well as being used to inform planning.

Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with school policy. The RE subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. The headteacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed.

Resources

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (e.g. Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

The Right of Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can also exercise their right to withdraw from teaching the subject.

Parents have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools with and without a religious designation. Parents also have the right to withdraw their child from part of RE and can do so without giving any explanation. Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE. If a teacher wishes to withdraw from the teaching of RE, a letter requesting this must be submitted to the head of the school and its chair of governors. If a teacher withdraws from the teaching of RE, the school must still make provisions for the pupils to receive their entitlement to RE.

When a request to withdraw is received by a school, the request should be granted without delay. The school may offer to speak with the parent to try to understand the basis for the withdrawal but only after the request has been granted. The school must make clear that the parent's right to withdraw their child has been granted and that parents are not required to give reasons for their request.

Should parents take up the offer of a discussion, the school may seek to establish the religious issues about which the parent objects to their child being taught. Discussion may include the practical implications of withdrawal and the circumstances in which it may be reasonable to accommodate their wishes. Practical examples of how a school may reassure a parent who has withdrawn their child may include inviting the parent to observe a RE lesson, discussing curriculum documents and discussing the aims of RE in the school with them.

Policy Review

This policy should be reviewed regularly in line with schools' procedures. Review must be done within a 3-year period in line with the school's procedure.