



CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

R.E. Policy

Status of Policy	Date
Reviewed	Annually
Ratified by governors	September 2026
Review date:	September 2027

Our school policies reflect our vision of

*Inspiring and enabling our school community to live life to the full,
promoting excellence and nurturing respect, compassion, honesty, resilience and collaboration.*

John 10 v 10: Jesus said: "I have come that they might have life, and have it to the full"

R.E. POLICY

Crowthorne Church of England Primary School

September 2026

Review September 2027

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1. INTRODUCTION

‘Religious Education offers students the chance to develop spiritually, morally, socially and culturally and to reflect on their own beliefs, being able to be discerning about the many attitudes and opinions they will encounter’ (Pan Berkshire Agreed Syllabus for Education).

At Crowthorne C of E Primary School, RE is central to expressing and living out our Christian vision. Through RE, we seek to inspire and enable pupils to explore what it means to live life to the full, developing their understanding of Christianity and other faiths and worldviews, both religious and non-religious. RE reflects and supports our school values of respect, compassion, honesty, resilience and collaboration, encouraging pupils to listen to and learn from others, ask thoughtful questions, consider different perspectives and reflect on their own beliefs and values. Across the curriculum, RE has the same high status as any other subject and contributes to pupils’ overall development, including spiritually, enabling them to reflect on questions, meaning, purpose and identity within a diverse and ever-changing society.

2. LEGAL POSITION

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents (see appendix A). As a voluntary controlled school, RE is therefore taught in accordance with the Pan Berkshire Locally Agreed Syllabus, while also reflecting the requirements of the Statement of Entitlement for Religious Education updated by the Education Office of the Church of England in September 2026. 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.

3. PURPOSE AND AIMS OF R.E.

The purpose of RE is to promote religious literacy. This involves developing pupils’ knowledge and understanding of a range of religions, religious and non-religious worldviews, enabling them to engage in informed, respectful and considered dialogue with people of different faiths and worldviews. RE also provides opportunities for pupils to develop spiritually, morally, socially and culturally, to reflect on their own developing beliefs and values, and to consider how different worldviews influence individuals, communities and society.

Therefore, the aims of RE at Crowthorne C of E Primary 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 a rich diversity of religion and non-religion, locally and globally, as a key part to understanding how the world works and what it means to be human.
- To engage with challenging questions of meaning and purpose raised by human existence and experience, stimulating pupils’ curiosity and interest in the diversity of worldviews.

- 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 develop pupils' ability to explore and reflect on their own religious, spiritual and philosophical ways of living, believing and thinking.
- To develop pupils' knowledge, understanding and vocabulary so that they can participate confidently and respectfully in conversations about religion, belief and worldviews.
- To enable pupils to appreciate the diversity and complexity of the world in which they live and to develop the understanding, skills and attitudes needed to flourish within a diverse and ever-changing society.

4. R.E. CURRICULUM AT CROWTHORNE C OF E

The RE curriculum at Crowthorne C of E Primary School follows the Pan-Berkshire Locally Agreed Syllabus for Religious Education 2025–2030, adopted by Bracknell Forest for teaching from September 2026. Our curriculum is also informed by the Church of England Statement of Entitlement for Religious Education and reflects our school's Christian vision and values.

RE is taught as a distinct and academic subject, separate from Collective Worship, and is allocated dedicated curriculum time. In accordance with the Church of England Statement of Entitlement, RE provision aims towards approximately 10% of curriculum time and is not less than 5% of curriculum time; Collective Worship does not form part of this allocation. Christianity is taught in every year group and is studied as a diverse, global and living faith, with at least 50% of RE curriculum time devoted to the study of Christianity. Pupils also encounter a range of other religious and non-religious worldviews, including Judaism, Islam, Hindu Dharma, Sikhi and non-religious worldviews, enabling them to develop an increasingly rich and coherent understanding of the diverse world in which they live. RE is taught through regular weekly lessons, with additional opportunities for enrichment where appropriate.

Our curriculum is structured to ensure that pupils revisit and deepen their understanding of key concepts, beliefs, practices and ways of living over time. Learning is organised through carefully sequenced enquiry questions, with opportunities for pupils to build on prior knowledge, make connections and compare different religions and worldviews. Alongside the systematic study of individual religious and non-religious worldviews, pupils are given opportunities to draw together their learning through thematic questions and comparison, developing their knowledge, curiosity and understanding of the diverse world in which they live.

The school's RE curriculum overview, including the key enquiry questions and progression of learning across each year group, is available on the school website.

5. ASSESSMENT

Assessment in RE is used to identify pupils' developing knowledge, understanding and disciplinary skills and to inform future teaching. Planning provides a record of the RE content covered, while the curriculum map provides an overview of progression across the school.

Assessment is undertaken throughout each unit through questioning, discussion, observation and pupils' written and practical work. Teachers assess pupils' understanding of the key knowledge and concepts taught, as well as their ability to apply their learning through the different disciplinary approaches of theology, human and social science and philosophy.

Assessment activities provide opportunities for pupils to demonstrate what they have learned and to identify areas for further development. Assessment information is used to support progression and to ensure that pupils, including those with SEND, are appropriately supported and challenged.

6. MONITORING

The RE subject leader, alongside the senior leadership team, is responsible for monitoring the quality and impact of RE across the school. Monitoring takes place through subject and staff meetings, curriculum review, lesson visits, planning scrutiny, work scrutiny and pupil conferencing.

Monitoring focuses on the quality of teaching and learning, curriculum coverage, progression and continuity, the development of religious literacy and disciplinary knowledge, and the extent to which the RE curriculum reflects the school's Christian vision and values.

7. CROSS CURRICULAR LINKS

Where appropriate, staff will plan cross curricular links. In RE this could mean linking work in history if the children are studying a particular culture, in English if studying a particular genre of writing, Art if considering religious symbols and artefacts.

8. SUBJECT LEADERS RESPONSIBILITIES

The Subject Leader will:

- monitor assessment and continuity in the scheme of work
- manage the R.E. budget and resources
- monitor standards of achievement and evaluate effectiveness of teaching through teaching styles and organisation of staff and pupils
- pass on new developments in R.E.
- organise Inset and assess staff development in R.E.

- liaise, when appropriate, with teachers, feeder and secondary schools, the governing body, advisors and parents.
- Write an annual report for the Headteacher, outlining standards and achievements within the subject.
- Work with identified RE governor to monitor teaching, learning and assessment

9. EQUAL OPPORTUNITIES

Crowthorne Church of England School is committed to providing equal opportunities for all pupils and recognises that preparation for life in a multi-cultural society is relevant to all pupils in our care.

10. APPENDIX A: THE RIGHT OF WITHDRAWAL

Pupils may be withdrawn from RE or part of RE by a parent or guardian (or withdrawing themselves if they are aged 18 or over) 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. Students aged 18 or over have the right to withdraw themselves from RE. 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.

11. POLICY REVIEW

This policy should be reviewed regularly in line with schools' procedures. An annual review is recommended, if possible, but review must be done within a 3-year period in line with the school's procedure.