



Religious Education Policy

For the First Federation Trust

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It is the vision of the First Federation Trust that, in all of our schools, whether Church schools or non-Church schools every individual will aspire, flourish and achieve within the heart of their community (this will be within a Christian community, within our Church schools).

This statement of entitlement for Religious Education has been written by the First Federation Trust Ethos Leads and Foundation Directors. It has been written in conjunction with A statement of entitlement for Religious Education in Church of England schools by the Church of England education office (February 2019).

Legal Requirements

First Federation Trust schools are independent of the local authority and not required to follow the national curriculum or the local Religious Education syllabus. However, our curriculum must reflect 'that religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religious traditions present in Great Britain.' [Education Reform Act 1988].

Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS).

Aims of Religious Education

A high-quality religious education (Religious Education) curriculum is essential to meet the statutory requirement for all maintained schools to teach a broad and balanced curriculum, which prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain.

Our aims for Religious Education are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know about and understand diverse religious and non-religious worldviews, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within them
- To engage with challenging questions of meaning and purpose
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values

Teaching and Learning

In line with the Church of England Religious Education Statement of Entitlement [2019], we aim to provide:

- A challenging and robust curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice
- A curriculum that draws on the richness and diversity of religious experience worldwide
- The opportunity for pupils to deepen their understanding of the religious and non-religious worldviews as they are lived by believers
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place

- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection
- Religious Education that makes a positive contribution to SMSC development and also to pupils' understanding of British values
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts

Implementation

Key features of Religious Education.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Experiencing a variety of teaching and learning approaches
- Engaging with teacher presentations, role play, drama and storytelling
- Making their own presentations
- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts
- Interpreting information from different sources
- Researching information for themselves in libraries and on computers
- Listening to and discussing with the teacher and other pupils
- Engaging in pair and group work
- Exploring a range of media such as artefacts, pictures, photographs, music and drama
- Experiencing visits and visitors to connect with diverse faith and belief communities
- Taking part in outdoor learning
- Taking time for listening, reflection and dialogue
- Curriculum balance and time

Teaching in Religious Education challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views and opinions are treated with sensitivity and respect. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Curriculum balance

Christianity should be the majority focus in Religious Education in every school, in each year group.

In Church schools that should be clearly adhered to: KS 1 – 2, 50% of Religious Education curriculum time should be on the study of Christianity.

Curriculum time

The delivery of Religious Education should aim to be close to 10% of curriculum time and no less than 5% in Key Stage 1 and 2. The Religious Education curriculum entitlement is totally separate from requirements for Collective Worship.

Assessment

Assessment in religious education will:

- Involve identifying suitable opportunities in schemes of work
- Be directly related to the expectations of the locally agreed syllabus
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge
- Recognise the range of skills and attitudes which the subject seeks to develop
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy
- Include pupil self-assessment
- Enable effective tracking of pupil progress to identify areas for development in pupils' knowledge and understanding, as well as whole school areas for development
- Enable effective reporting to parents

Monitoring, Evaluation, Assessment, Recording, Reporting

- Governance volunteers have responsibility for monitoring how the Religious Education in the school reflects its Christian vision
- The headteacher has overall responsibility for monitoring and evaluation
- The Religious Education subject leader will assist the headteacher by monitoring long term and medium-term plans
- The Religious Education subject leader will assist the headteacher by monitoring Religious Education through focused work scrutiny
- The subject leader will keep a file of examples of work to demonstrate continuity and progression
- The subject leader will manage resources
- The subject leader will endeavour to keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate
- The subject leader will facilitate the sharing of good practice
- The subject leader will be responsible for drawing up an action plan for religious education
- Generally, this will be an annual plan and should be informed by this policy
- The subject leader will liaise with the Diocesan adviser with responsibility for Religious Education

Staff training and development

All staff have access to Religious Education CPD in line with the subject leader's identified areas for development. This is either 'in house', by the trust, through diocesan or other support.

Managing the right to withdraw from Religious Education

Religious Education is taught as an engaging, inclusive and enquiry-led subject, open to all and at the centre of the curriculum, and we would hope that all parents would understand the value of this for all children. However, parents do have a right by law to withdraw their children from Religious Education lessons. If students are withdrawn from religious education, the school will ensure they are supervised appropriately and their well-being is safeguarded during this time. The school follows the [guidance](#) offered by the Diocese of Exeter and we always encourage parents to discuss any concerns they may have about the Religious Education curriculum with the headteacher before making a final decision. Requests for full or partial withdrawal need to be made to the headteacher in writing.