Religious Education (RE) Policy

St Katharine's Knockholt Church of England (VA) Primary School

Date of policy:	September 2026
Date of last review:	September 2026
Date of next review:	September 2029
Policy authorised by:	Governing Body
Policy approved date:	November 2026

Our Biblical vision, inspired by Matthew 13:31–32, reminds us that the kingdom of heaven is like a mustard seed: it begins small but grows into something strong and life-giving. In the same way, our aim is to provide an excellent education that is rooted in Christ's teachings, marked by kindness and thoughtfulness, and inclusive in sharing God's love with all.

We provide Religious Education (RE) for all pupils unless parents choose to withdraw their child on grounds of conscience. Our teaching follows the Rochester Diocesan Board of Education Syllabus.

The purpose of RE in our school is to help children grow spiritually, morally, socially, and culturally. Pupils gain a secure knowledge of Christianity, especially within the Anglican tradition, while also learning about other world faiths and belief systems in a way that promotes respect and understanding. Through this, they are encouraged to reflect on their own beliefs, values, and behaviour.

TEACHING AND LEARNING

RE is a core subject and is taught weekly for one hour in Key Stage 1 and one hour and fifteen minutes in Key Stage 2. In the Early Years, RE is taught as part of Understanding the World. Lessons are led by class teachers using a range of approaches including whole-class teaching, group work, creative activities, discussion, and reflection. The subject provides opportunities for pupils to ask and explore life's big questions about meaning, belief, morality, and humanity. Although RE is taught as a separate subject, links are made with other areas of the curriculum where appropriate.

Our curriculum is based on the Understanding Christianity programme, supplemented by Diocesan units on other religions and belief systems.

Long Term overview for C of E Primary Schools in Kent
Kent Agreed Syllabus incorporating Understanding Christianity
2023-2027

	AUTUMN		SPRING		SUMMER	
EYFS	**CREATION** Why is the word 'God' so important to Christians?	**OLD TESTAMENT STORIES** Which stories are special and why? **INCARNATION** Why do Christians perform Nativity plays at Christmas?	**NEW TESTAMENT STORIES** Which stories are special and why?	**SALVATION** Why do Christians put a cross in an Easter garden?	**WORLD FAITH STORIES** Which stories are special and why?	**WORLD FAITH STORIES** Which stories are special and why?
Year 1	**GOD** What do Christians believe that God is like?	**INCARNATION** Why does Christmas matter to Christians? *CORE / DIGGING DEEPER*	**GOSPEL** What is the good news that Jesus brings? *CORE / DIGGING DEEPER*	**SALVATION** Why does Easter matter to Christians? *CORE LEARNING*	**JUDAISM** Who is Jewish and what do they believe? (Part 1)	**JUDAISM** Who is Jewish and what do they believe? (Part 2)
Year 2	**CREATION** Who made the world?	**UNIVERSAL** How should we care for others and the world and why does it matter?	**HUMANISM** Who are Humanists and how do they live?	**SALVATION** Why does Easter matter to Christians? *DIGGING DEEPER*	**ISLAM** Who is a Muslim and what do they believe? (Part 1)	**ISLAM** Who is a Muslim and what do they believe? (Part 2)
Year 3	**PEOPLE OF GOD** What is it like to follow God?	**INCARNATION** What is the Trinity? *CORE LEARNING*	**SIKHI** What is important for Sikh people?	**SIKHI** How do Sikh people worship and celebrate?	**KINGDOM OF GOD** When Jesus left, what was the impact of Pentecost?	**HUMANISM** Who are Humanists and what do they value?
Year 4	**CREATION** What do Christians learn from the Creation story?	**INCARNATION** What is the Trinity? *DIGGING DEEPER*	**GOSPEL** What kind of a world did Jesus want?	**SALVATION** Why do Christians call the day Jesus died 'Good Friday'? *CORE / DIGGING DEEPER*	**HINDU DHARMA** What does it mean to be a Hindu in Britain today? (Part 1)	**HINDU DHARMA** What does it mean to be a Hindu in Britain today? (Part 2)
Year 5	**GOD** What does it mean if God is loving and holy?	**INCARNATION** Was Jesus the Messiah? *CORE LEARNING*	**PEOPLE OF GOD** How can following God bring freedom and justice?	**SALVATION** What did Jesus do to save human beings?	**ISLAM** What does it mean to be a Muslim in Britain today? (Part 1)	**ISLAM** What does it mean to be a Muslim in Britain today? (Part 2)
Year 6	**CREATION** Creation and science: conflicting or complementary	**HUMANISM** What does it mean to be a Humanist in Britain today?	**GOSPEL** What would Jesus do?	**JUDAISM** What does it mean to be Jewish in Britain today?	**UNIVERSAL** What can be done to reduce racism? Can religion help?	**KINGDOM OF GOD** What kind of king is Jesus?

We are committed to inclusion. All children, including those with special educational needs, are supported to take part fully in RE. Activities are adapted to meet a range of needs and pupils are encouraged to share their own beliefs and practices, which are respected and valued.

We are closely linked to St Katharine's church visits to the church form an important part of our approach, helping children to learn through experience. Other visits and visitors are strongly encouraged.

RE also contributes to wider areas of the curriculum. It strengthens literacy skills through speaking, listening, and writing. ICT is used to enhance learning where appropriate. Most importantly, RE plays a central role in spiritual, moral, social, and cultural development. Pupils are encouraged to reflect spiritually, consider moral codes of conduct, explore the social aspects of religion, and appreciate the cultural contributions of faith traditions, especially Christianity's influence on British art, music, and literature.

The leadership of RE is overseen by the subject leader, who monitors standards, provides feedback to teachers, and ensures that staff are kept up to date with national and local requirements. The subject leader meets annually with the link governor, Rev Tim Edwards, to review progress. Staff training needs are identified and shared through staff meetings, and resources are updated through the subject budget.

Monitoring of RE takes place through lesson observations, work scrutiny, pupil voice, displays, and discussions with staff. This ensures that RE continues to support the wider vision of our school and helps pupils to grow in knowledge, understanding, and respect.

ASSESSMENT

Assessment in RE is continuous and based on observation and pupil work. Teachers track progress termly and report to parents in the summer term.

THE LEARNING ENVIRONMENT

Classrooms have RE displays to support and celebrate children's learning. The Building Blocks are displayed along with relevant vocabulary. There are also prayer corners – reflective spaces with opportunities for prayer or quiet thought.

LEGAL REQUIREMENTS

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request. (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28) The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes.

RIGHT OF WITHDRAWAL

Parents have the right to withdraw their children from Religious Education if they wish.