



# Religious Education Policy

## November 2025

CAS-26



APPROVAL COMMITTEE	DATE APPROVED	REVIEW DUE DATE
Curriculum & Standards	November 2025	November 2027

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### **EQUALITY IMPACT STATEMENT**

The governing board has reviewed this procedure to ensure that it does not discriminate against any individual or group on the basis of age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, pregnancy or maternity, or socio-economic status. This procedure has been developed with due regard to the school's Public Sector Equality Duty (PSED) under the Equality Act 2010 to:

- Eliminate unlawful discrimination, harassment, and victimization.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.

The governing board is satisfied that this procedure reflects the school's commitment to promoting equality and inclusion.

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## Intent

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Chalfont St Giles Village School we develop the children's knowledge and understanding of the major world faiths. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school.

## The Importance of RE

Although RE is statutory, it does not justify its place in the curriculum on purely educational grounds. It also gives opportunities for children to

- Explore different beliefs and faiths through different religions, taking account of non-religious views.
- Consider the meaning and value of life within the world we live.
- Question and reflect on world issues.

The aims of religious education are to help children:

- To understand the nature, role and influence of religion and worldviews, locally, nationally, and globally.
- To reflect on questions of meaning, purpose, and value. Formulate reasoned opinion/argument and handle controversial issues and truth claims;
- Develop understanding of and respect for different beliefs and lifestyles.

RE lessons also reinforce our British values by promoting messages of tolerance and respect for others. During RE lessons, we actively promote diversity through celebrations of different faiths and cultures.

## Legal Framework

Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children. The ERA allows parents to withdraw their child from religious education classes if they so wish, although this should only be done once the parents have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Buckinghamshire Agreed Syllabus and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

## Implementation

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their



spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences of religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking and understanding of what these means to the followers within these faiths.

We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses encouraging children to develop their questioning skills.
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- providing resources of different complexity, adapted to the ability of the child;

## Curriculum Planning

We plan our religious education curriculum in accordance with the Bucks Agreed Syllabus. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

## Early Years and Foundation Stage

Learning in this phase is structured through the Early Years Foundation curriculum and not through the agreed syllabus. Teachers plan work using the Early learning goals to provide children with some context of belief, belonging and relationships from different cultural and global issues.

## Key stage 1

Throughout Key Stage 1 pupils explore:

- Christianity and at least one other principal religion (Judaism)
- They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families.
- Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging

## Key Stage 2

Throughout Key Stage 2, pupils:

- learn about Christianity and at least two of the other principal religions (Hinduism and Islam), recognising the impact of religion and belief locally, nationally and globally.



- make connections between differing aspects of religion and consider the different forms of religious expression.
- consider the beliefs, teachings, practices and ways of life central to religion.
- learn about sacred texts and other sources and consider their meanings.
- begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.
- extend the range and use of specialist vocabulary.
- recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.
- communicate their ideas, recognising other people's viewpoints.
- consider their own beliefs and values and those of others in the light of their learning in religious education.

## Inclusion

Resources are available to support teaching of our religious education units. We keep resources for religious education in a central store. The school library has a supply of RE topic books to support the children's individual research.

## Impact

The Agreed Syllabus provides guidance on assessment and should be used on completion of a unit of work. We encourage children to reflect and assess their own understanding at the end of each lesson. This assessment is used to plan future lessons.

## Monitoring and Review

The RE co-ordinator looks at the medium and short term plans of all teachers in line with the school policy, for all subjects, to ensure that the Agreed Syllabus is being taught. The co-ordinator is responsible for monitoring the standards of the children's work and the quality of the teaching in religious education. S/he is also responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. There is a governor linked to RE and it is the responsibility of the RE co-ordinator to liaise with them to arrange an annual visit. During this visit the governor may observe part of a lesson, look at planning, RE policy and resources.