



Tibberton CofE First School & Hindlip CofE First School POLICY FOR RELIGIOUS EDUCATION



R.E. Co-ordinators: Mrs Turner and Mrs Simcox
RE Lead Governors: Mrs Dickens and Reverend Handy
Executive Headteacher: Mr. Gromski
Date: Summer 2026
Review date: Summer 2027

This policy has been written in the light of the Church of England's Vision for Education (Autumn 2016), Flourishing for All (September 2024) and through reflection on the 2023 SIAMS Evaluation Framework for schools.

Legal Position of Religious Education in School:

Religious Education (RE) is unique in the curriculum as it is neither a core nor foundation subject. The 1988 Education Act states 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all pupils. Tibberton and Hindlip CofE Schools are Church of England Voluntary Controlled Schools and therefore follows the Worcestershire Agreed Syllabus for Religious Education 2025 - 2030.

Statement of Entitlement

The Church of England's Statement of Entitlement (September 2026) outlines the aims and expectations for RE in Church of England schools and guides this school's approach to RE. It begins by stating: 'Religious Education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help to educate for dignity and respect encouraging all to live well together'. Quoting from the Church of England's *Vision for Education: Deeply Christian, Serving the Common Good*, it continues: 'Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person'.

Religious Education and the school's Christian Vision

'Grace is a gift from God.' (Ephesians 2:8)

Our schools distinct Christian Vision is rooted in the understanding of 'grace'. The belief that every child and adult is loved unconditionally by God and can grow, change and flourish through our curriculum offer, response to behaviour and how we support one another.

Our motto to express this: Achieve, Believe, Care.

This vision is supported by the values we teach, the Christian Values chosen by children, parents, staff, governors and our local community. Values of:

Respect Love Friendship Truthfulness Courage Perseverance

Building on these themes, Religious Education in this school contributes to the outworking of our vision by seeking to enable pupils to acquire a substantial body of knowledge and depth of understanding about Christianity and other religious faiths. We aim to provide the best quality education possible in a stimulating environment where children feel happy and safe. With our Christian Vision and values forming the foundation of our ethos, we offer a caring and tolerant atmosphere for learning where cultural diversity is valued.

Religious Education Intent

The intent of Religious Education at Tibberton and Hindlip School are Church of England First Schools is to reflect the values and ethos of our Christian Foundation. We want to help each child be aware of the spiritual dimension of their own life and to be reflective and caring. We encourage understanding and respect for other peoples' beliefs and

cultures. Our children are taught to value themselves and others. Our Religious Education is based on the Worcestershire RE scheme is based on the [Worcestershire Agreed Syllabus for Religious Education](#), which is the set of guidelines for teaching RE in schools across the county. The current syllabus is the [2025-2030 version](#), following this version we teach students about a range of religious and non-religious worldviews, promoting critical thinking, empathy, and respect for diversity. The scheme emphasises making sense of beliefs, understanding their impact, and making connections to pupils' own lives.

School Approach to Religious Education

In-line with all church schools, this school has duty to provide accurate knowledge and understanding of religions and world views.

A wide range of imaginative teaching methods and pupil groupings ensure effective RE sessions. We appreciate the positive impact that local faith communities can have on pupils' experience in RE. Therefore, this school encourages visits to places of worship and welcomes visitors from different faith communities. We recognise it is vitally important that teachers demonstrate respectful attitudes towards all faiths, modelling the attitudes and responses we would expect from our pupils.

As identified in the Statement of Entitlement, teaching and learning in RE in this school will provide:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.
- RE that makes a positive contribution to Spiritual, Moral, Social and Cultural (SMSC) development.

Organisation & Time Allocation

The Statement of Entitlement for Religious Education specifies that Christianity is to be the main religious worldview studied in and through RE in each year group/phase equating to at least 50% of curriculum time. It also states that, in a Church school there should be sufficient dedicated curriculum time, meeting explicitly RE objectives, committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1 and 2.

GUIDELINES AND CURRICULUM PLANNING

In accordance with the Statement of Entitlement and the structure of Worcestershire Agreed Syllabus we have agreed that, as a minimum:

- In the Foundation Stage pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. They will be introduced to a range of faith traditions and will be taught RE for 36 hours over the year
- At Key Stage 1 pupils study Christianity and Judaism or Islam - RE will be taught for at least for 36 hours over the year
- At Key Stage 2 pupils study Christianity, Judaism, Hinduism, Islam and also consider non-religious worldviews - RE will be taught for at least for 45 hours over the year. (*This is further expanded in Appendix 1.*)

Our RE long term plan (Outlined in Appendix 2) is based on The Worcestershire RE scheme is based on the [Worcestershire Agreed Syllabus for Religious Education](#), the [2025-2030 version](#). It is designed to teach students about a range of religious and non-religious worldviews, promoting critical thinking, empathy, and respect for diversity. The scheme emphasises making sense of beliefs, understanding their impact, and making connections to pupils' own lives. We have a detailed medium-term plan in place to support staff alongside access to [quality resources produced by NATRE](#).

INSET

We aim to continue to provide professional development in RE by arranging:

- Training for staff to attend any relevant courses organised by the LA/Diocese, and by sharing information with colleagues.
- In school and inter-school renew/ sharing/ cascading of information and ideas.
- Guest speakers e.g. on spirituality.
- Work alongside our local Churches

Assessment / Recording & Reporting

The Worcestershire Agreed Syllabus for Religious Education 2025-2030 sets out a structure for recognising pupil achievements and each pupil can work progressively towards achieving the expected end of Key Stage learning outcomes as outlined in the syllabus. Assessment is an integral part of the teaching and learning process. As a school we track progress in RE through informal assessments made by a teacher during and after each lesson inform future planning and teaching. Assessment is recorded using the school's assessment profile in line with other subjects. Each child's Annual School Report contains a rounded judgment for RE which is based upon the teacher's knowledge of the pupil's performance across a range of contexts. It will take account of their strengths and areas to develop.

Responsibilities for RE in School

The Headteacher has ultimate responsibility for ensuring that the legal framework for RE is carried out and that the teaching of RE fits within the school's distinctively Christian vision. At Tibberton and Hindlip CE schools some of the responsibilities for RE may be delegated to other members of staff.

The **Subject Coordinator** is responsible for:

- ensuring personal subject knowledge and expertise are kept up to date by participating in Continuing Professional Development (CPD) for RE and share good practice
- providing and sourcing in-service training for staff as necessary
- ensure that Christianity is the main religion taught in and through RE in each year group/phase equating to at least 50% of curriculum time
- ensuring the staff are familiar with the syllabus and supporting resources such as *Understanding Christianity*
- ensure that the teaching of RE enquires into religious and non-religious worldviews through theology, philosophy, and the human and social sciences
- supporting and clarifying approach to planning, delivery and assessment being clear about the subject's intent, implementation, and impact
- engage with their diocese when developing the school's RE curriculum and adapting schemes and frameworks, such as a locally agreed syllabus, to the school's context
- acquiring and organising appropriate resources
- monitoring the teaching and learning of RE through regular lesson observations, work scrutiny, learning walks, analysis of data and pupil voice and being able to discuss impact and standards, all in conjunction with the Headteacher contributing to the SIAMS self-evaluation process

The **Headteacher and Governors** must ensure:

- those responsible for governance understand the distinctive role and purpose of RE within a Church school
- RE's high priority within the curriculum and status as an academic subject are clearly articulated.

- that the legal framework for RE is upheld within the school
- that the Statement of Entitlement for RE is adhered to within school
- that all pupils make progress in achieving the learning outcomes of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- all teaching staff and those responsible for governance understand the distinctive role and purpose of RE within a Church school
- those teaching RE are suitably qualified and trained in the subject and have effective and regular opportunities for CPD
- teachers newly appointed to church schools are provided with support offered by the diocese to enable them to become effective teachers of RE
- that clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils make good progress
- engage with the diocese when developing the school's RE curriculum and adapting schemes and frameworks, such as a locally agreed syllabus, to the school's context
- appropriate support is in place to ensure the effective provision of RE
- monitor RE effectively in accordance with the Statement of Entitlement.

EQUALITY OF OPPORTUNITY

All children, regardless of gender, race or ability have equal access to the RE Curriculum in our schools. Children with Special Educational Needs are catered for by appropriate differentiation in the classroom. Through our RE teaching our pupils should begin to develop some sensitive understanding of matters relating to race, other cultures and the equal worth of all people. We promote and develop this understanding through links with different schools and communities. We acknowledge that children in receipt of Pupil Premium and other groups in school are entitled to specific support to enable success.

ADAPTATIONS

Adapted opportunities are planned for to ensure that all pupils are sufficiently challenged. Strategies for adaptations may include:

- By outcome or by task
- By different forms of recording - oral, written, pictorial appropriate to their age and ability
- By support and time
- By expectation - when teachers set the children tasks with clear learning objectives based on knowledge and evidence of the children's previous achievements and their ways of learning.

All of our children are provided with the opportunity to 'Dig Deeper' in their learning.

The Right of Withdrawal from Religious Education

In the UK, parents still 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 eighteen 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.

At Tibberton and Hindlip CofE Schools we believe that Religious Education helps all children, irrespective of their own religious beliefs, understand the world around them and the communities in our world. We wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from RE on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasions, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise

in other subjects such as history and citizenship.

Any request from a parent for the withdrawal from RE must be made to the Headteacher. All requests will be granted, and parents are under no obligation to provide a reason for their decision. Once a request has been received and granted by the headteacher, parents may be offered an opportunity to discuss the nature of RE within school, to support the school's understanding of the parents' decision. We would welcome the opportunity to talk with you about Religious Education in the school; however, parents are under no obligation to take up this offer and it is not conditional on a request for withdrawal being granted. 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.

If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises

Appendix 1

OBJECTIVES: Foundation Stage RE is taught through Early Years Foundation Guidelines - 'Knowledge and understanding of the world' and 'Personal, social and emotional development' and the Worcester Agreed Syllabus. To enable our children to:

- Begin to know about their own cultures and beliefs and those of other people.
- Begin to recognise similarities and differences between themselves and others, among families, communities and traditions.
- Form good relationships with adults and peers, taking turns and sharing fairly.
- Begin to understand that there need to be agreed values and codes of behaviour for groups of people to work harmoniously together.
- Understand what is right, what is wrong and why these matter; considering the consequences of their words and actions for themselves and others.
- Understand that people have different needs, views, cultures and beliefs that need to be treated with respect.
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Have a developing awareness of their own needs and feelings and be sensitive to those of others, responding appropriately.
- Explore, observe and find out about places and objects that matter in different cultures and beliefs.

Key Stage 1: We enable our children to:

- Acquire a simple knowledge of aspects of the beliefs and practices of Christians, Jews and Muslims, recognising some shared ideas and some differences.
- Talk about religion and recognise different religious symbols and places of worship using appropriate vocabulary.
- Recognise the function of different places, artefacts, pictures, words, stories and actions as religious;
- Distinguish between right and wrong and begin to express their ideas and opinions in response.
- Ask and answers about different religions, noticing and responding sensitively to some similarities between religions.
- Explore, discuss and reflect upon their own feelings, ideas and opinions and some of the puzzling questions of life.
- Begin to understand, find out and respond positively to the fact that different people have different ideas and beliefs.

Key Stage 2: We enable our children to:

- Develop their knowledge and understanding of Christianity, Hinduism, Judaism and Islam in respect of their key beliefs and the key implications of their lifestyles of their adherents;
- Make connections between the different beliefs and religious practices, in order to develop an understanding of similarities and differences;
- Develop an understanding of different religious beliefs, symbols and actions and the contexts in which it is employed.
- Acquire information from different sources about different religious practices, ask appropriate questions and make simple inferences from sources.
- Offer and discuss different explanations for the lifestyles and behaviour of people with religious beliefs.
- Develop their own spiritual and moral understanding by exploring and reflecting upon questions, in order to explore the meaning and purpose of life.
- Consider their own and others ideas about what is right and wrong and what is just and fair and express their ideas.
- Recognise and learn to respect the right of people to hold different values and beliefs from their own.

LEARNING OUTCOMES: As a result of teaching and learning, we want our children to:

- Develop their individual spirituality.

- Grow in awareness of themselves and to develop positive attitudes to their own emotions, life and learning.
- e.g. - To share in the wonder of being alive
- To appreciate what it is to be valued and respected as a person
 - To appreciate their own gifts and needs
 - To come to terms with their own fears, anxieties and frustrations
 - To express themselves freely.
- To grow in awareness of others and to develop relationships in a secure and tolerant setting, learning to co-operate with others and accepting people for what they are and learning to accept responsibility for their own actions.
 - To develop an interest in the world around them and to develop their ability to reflect on it.
- e.g. - To delight in the rich variety of our world
- To develop a reverence towards all living things
 - To develop some responsibility for their surroundings
- To clarify and enlarge their ideas about religion, exploring a range of religious practices and traditions.
 - To grow in awareness of the religious and spiritual dimension of human experience.

Appendix 2

Tibberton First School RE Overview 2025~ 2030

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LU (A) EYFS	What times/stories are special and why?	Why do Christians perform Nativity plays at Christmas	Being Special: where do we belong?	Why do Christians put a cross on their Easter Garden?	What places are special and why?	Why is the word God important to Christians?
LU (B) EYFS	What times/stories are special and why?	Why do Christians perform Nativity plays at Christmas	Being Special: where do we belong?	Why do Christians put a cross on their Easter Garden?	What places are special and why?	Why is the word God important to Christians?
MU (A) Yr1/2	Who is Jewish and how do they live? (PART 1)	Why does Christmas matter to Christians?	What is the 'good news' Christians believe Jesus brings? Part 1 Was: Who is Jewish and how do they live? (PART 2)	Why does Easter matter to Christians?	How should we care for the world and for others, and why does it matter?	What makes some places sacred to believers?
MU (B) Yr1/2	Who do Christians say made the world?	What is the 'good news' Christians believe Jesus brings? Part 2	What do Christians believe God is Like?	Who is Muslim and how do they live? (PART 2)	Who is Muslim and how do they live? (PART 1)	What does it mean to belong to a faith community?
UU (A) Yr3/4	What do Hindus believe God is like?	What is Trinity and why is it important to Christians?	How do festivals and worship show what matters to a Muslim?	For Christians, what was the impact of Pentecost?	How and why do people mark the significant events of Life?	What Kind of world did Jesus want?
UU (B) Yr3/4	What do Christians learn from the Creation story?	How do festivals and family life show what matters to Jewish people?	What does it mean to be a Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	What is it like for someone to follow God?	How and why do religious and non-religious people try to make the world a better place?

