

Approved Spring 2026  
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Website Policy

# THE GLEBE PRIMARY SCHOOL

## RE Policy





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### RE Policy

### Religious Education Policy

### The Glebe Primary School is a Rights Respecting School

**CRC Article 14:** Children have a right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

#### **1. Introduction**

Religious Education (RE) is a Statutory subject and forms an important part of the broad and balanced curriculum at The Glebe Primary School. This policy outlines the purpose, nature and management of RE taught in our school.

At The Glebe Primary, RE is taught in accordance with the Stockton-on-Tees Agreed Syllabus for Religious Education, which is based on the NATRE Agreed Syllabus.

#### **2. Legal Framework**

Religious Education in this school:

- Is provided in line with the Education Act 1996 and Education Reform Act 1988
- Reflects the fact that Great Britain has a Christian heritage while taking account of the teaching and practices of other principal religions represented in Great Britain
- Is taught to all registered pupils, except those withdrawn by their parents or carers

Parents have the legal right to withdraw their child from all or part of RE. Any request for withdrawal will be discussed sensitively with the Headteacher.

#### **3. Purpose of Religious Education**

- Religious education contributes dynamically to children and young people's education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religions and beliefs in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils learn to weigh up the value of wisdom from different sources, to develop and express their insights in response and to agree or disagree respectfully.
- Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and beliefs, enabling them to develop their ideas, values and identities.

- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and beliefs.
  - Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They should learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ
- \*These purpose statements are taken from A Curriculum Framework for Religious Education in England (REC 2013)

#### **4. The Importance of Religious Education**

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society.

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), global learning, RRSa, the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others.

#### **Principle Aim**

The principle aim of religious education is to explore what people believe and what difference this makes to how they live, so pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

(Taken from Stockton Agreed Syllabus)

#### **5. The Aims of Religious Education**

The threefold aim of RE elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. make sense of a range of religious and non-religious beliefs, so that they can:
  - identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary
  - explain how and why these beliefs are understood in different ways, by individuals and within communities
  - recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation
2. understand the impact and significance of religious and non-religious beliefs, so that they can:
  - examine and explain how and why people express their beliefs in diverse ways
  - recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world
  - appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:
  - evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses
  - challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response
  - discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

Throughout schooling, teachers should consider how their teaching contributes towards the principal aim of RE in Stockton, and how they help pupils to achieve the threefold aims above.

## **6. Teaching and Learning Style**

At The Glebe Primary 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.

Lessons will follow a clear structure to reduce cognitive overload and ensure consistency between lessons. 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 at religious festivals to develop their religious thinking. We aim to invite people of different faiths or parents into school to talk to the children about their religious beliefs and traditions.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups.

## **7. Curriculum Planning in Religious Education**

We plan our religious education curriculum in accordance with Stockton's Locally Agreed Syllabus. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school. There is a [Long Term](#) plan which sets out the units and the order that they are taught in a two-year rolling programme. Medium Term planning for each unit is then completed which sets out how individual lessons will be taught.

## **8. Inclusion and Equal Opportunities**

Religious Education is open to all children at The Glebe Primary School regardless of religion, race, culture, gender and ability. Through the teaching of Religious Education children learn to:

- become aware that Britain is multi-religious and multi-cultural
- challenge inequalities and discrimination based on race, religion, culture, gender, ability or socio-economic groups

- respect themselves and be sensitive to the needs of others

Any children who are identified as having special needs are given the help they require. They are offered appropriate and differentiated tasks and additional support. Gifted and Talented pupils are given extended and challenging activities.

## **9. Assessment for Recording**

Pupils' progress in RE is assessed in line with the expectations of the NATRE syllabus.

Assessment is:

- Ongoing and formative
- Based on pupils' knowledge, understanding and ability to express ideas
- Used to inform future planning

RE does not contribute to statutory end-of-key-stage assessments.

## **10. Role of the Subject Leader**

The RE subject lead works with the whole staff to develop a cohesive Religious Education experience throughout the school. The co-ordinator will also:

- Support colleagues in their development and understanding of the RE Syllabus and in assessment and record keeping.
- Take responsibility for the organisation of resources for RE.
- Ensuring coverage of the agreed syllabus
- Keep up to date with developments in RE.
- Monitor delivery throughout the school through lesson drop-ins, book looks and pupil voice.
- Liaising with the Headteacher, governors and SACRE where appropriate.

## **11. Monitoring and Review**

This policy will be reviewed at least every two years to ensure it remains up to date with statutory guidance and the Stockton-on-Tees Agreed Syllabus.

# THE GLEBE PRIMARY SCHOOL

## RE Policy

This Policy has been approved by the Governing Body of the  
Glebe Primary School

On: Spring 2026

To be Reviewed: ...Spring 2028

Chair of Governors:

.....Gill Broome.....