NORTON JUXTA KEMPSEY C.E. PRIMARY SCHOOL

"Together with love and joy of God, we will discover, develop and maximise our unique potential."

RELIGIOUS EDUCATION POLICY

Signed by:	
Head Teacher	Julia Dean
Chair of Governors	Daisie Barnett
Date Reviewed	20 October 2026
Date of next Review	July 2029
Date Approved by ASC	

AMENDMENT HISTORY

Date	Issue	Status	Reason for Amendment	Person Responsible

The Father has loved us so much! He loved us so much that we are called children of God. And we really are his children. – 1 John 3:1 – ICB

The value of love is at the heart of both the Christian faith and our vision here at NJK. God's love for all people inspires us to give love in abundance. We value and care for ourselves, others and the world around us as God's creation, demonstrating our values of friendship, compassion, forgiveness and respect.
We believe this is of the highest importance to enable pupils to explore their differences with tolerance and mutual respect.
Our school vision is integral to everything we do at NJK.
We want to discover and maximise each child's unique potential. We aim to deliver a joyful and inspiring curriculum and school experience where every child feels loved, valued and cherished.

Norton Juxta Kempsey Church of England Primary School

Religious Education Policy

Introduction

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 Requirements

Norton Juxta Kempsey is a Church of England Voluntary Controlled School and therefore follows the Worcestershire Agreed Syllabus for Religious Education 2025 – 2030 / Dudley Agreed Syllabus for Religious Education 2023 – 2028.

The Church of England's 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 Norton Juxta Kempsey's School Vision

Together, with the love and joy of God, we will discover, develop & maximise our unique potential.

The Father has loved us so much! He loved us so much that we are called children of God. And we really are his children. 1 John 3:1 – ICB

The value of love is at the heart of both the Christian faith and our vision here at NJK. God's love for all people inspires us to give love in abundance. We value and care for ourselves, others and the world around us as God's creation; demonstrating our values of friendship, compassion, forgiveness and respect. We believe this is of the highest importance when teaching RE to enable pupils to explore their differences with tolerance and mutual respect.
Our school vision is integral to everything we do at NJK. We want to discover and maximise each child's unique potential. We aim to deliver a joyful and inspiring curriculum and school experience where every child feels loved, valued and cherished.
Our RE curriculum specifically contributes to our distinctively Christian character and provides children with the opportunity to explore our Christian values.

Religious Education Intent

At Norton Juxta Kempsey Religious Education is at the heart of our Christian vision: 'Together with the love and joy of God we will discover, develop and maximise our unique potential.' Through high quality RE, pupils encounter Christianity as a living, diverse and global faith and engage with a range of religious and non-religious worldviews. RE develops religious literacy, curiosity and critical thinking, enabling pupils to explore life's big questions, reflect on their own worldview and grow in wisdom, respect and understanding. We aim for every child to flourish as an informed, compassionate and thoughtful member of a diverse society.

School Approach to Religious Education

In line with all Church schools, our school has a duty to provide accurate and well-informed knowledge and understanding of Christianity and a range of religious and non-religious worldviews. RE is taught as a rigorous and academically challenging subject that encourages pupils to ask questions, investigate beliefs, explore lived experiences and consider different perspectives. Through a multi-disciplinary approach, pupils learn to study religion and worldviews through theological, philosophical and human and social science lenses: exploring what people believe, the questions people ask about meaning and purpose, and how beliefs are expressed and lived in everyday life. Through a knowledge-rich and enquiry-based curriculum, pupils develop religious literacy, engage respectfully with difference and diversity, and acquire the skills to interpret, analyse and evaluate a range of beliefs and practices. Our approach supports pupils in understanding both others and themselves, preparing them to flourish in a multi-religious and multi-secular world.

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.

Understanding Christianity

We use Understanding Christianity to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it. It does this by integrating pupils' developing understanding of significant theological concepts within Christianity with their own self-understanding and understanding of the world, as part of their wider religious literacy.

The key aims are:

- To enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts
- To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

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. In 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 (KS) 1-4.

RE coverage at NJK

4 -5s Reception	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	Opportunities to explore other religions and non-religious world views will be explored when appropriate.
5 – 7s Key Stage 1	Christians & Muslims or Jewish people	
7 -11s Key Stage 2	Christians & Muslims, Hindus & Jewish people & non-religious world views	

Time allocation for RE at NJK

4 -5s Reception	36 hours of RE NJK curriculum is delivered through specific RE days and short sessions implemented through continuous provision
5 – 7s Key Stage 1	At least 36 hours of RE an hour a week or less than an hour a week plus a series of RE days
7 -11s Key Stage 2	45 hours of RE an hour a week and a series of RE days

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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.

As a school we track progress in RE through INSIGHT.

School reports are sent home in the Summer Term of each year and the RE report is written with reference to assessment records as well as pupils' individual work.

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 Norton Juxta Kempsey School some of the responsibilities for RE may be delegated to other members of staff.

The Subject Leader 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
- attending RE clusters / hub meetings
- providing and sourcing in-service training for staff as necessary
- all teaching staff and those responsible for governance understand the distinctive role and purpose of RE within a Church school
- 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, managing a budget when necessary
- 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 / Senior Leadership Team
- contributing to the SIAMS self-evaluation process, including, but not limited to Inspection Question 6

The Headteacher and Governors must ensure:

- 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.

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 18 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 Norton Juxta Kempsey School 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.

Review

This policy will be subject to the normal cycle of policy review and will be reviewed and ratified by the governing body every 3 years. Furthermore, there may be occasions where this policy is reviewed outside the normal review cycle, including but not limited to:

- Change in Agreed Syllabus
- Change in Church of England Statement of Entitlement
- Change in legal position framework for RE