

Bringing joy...inspiring success!

“I have come that they might have life, and have it to the full.” John
10:10



Religious Education Policy

Approved by:	The Governing Board	
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Roles and Responsibilities

Headteacher and Leadership Team: Ensures statutory compliance, provides strategic leadership for RE and SIAMS preparation and supports resourcing and monitoring, performance appraisal links and inclusion oversight.

RE subject leader/s: Curriculum design, CPD, monitoring, reporting, planning of enrichment and SIAMS evidence gathering.

Governors / SIAMS link governors: Monitoring and accountability for RE provision and the school's distinctiveness and SIAMS readiness.

Staff: Deliver high-quality, inclusive RE lessons in line with curriculum documentation; engage with CPD and assessment processes.

Parents: Engage with school, understand curriculum intent and raise questions or concerns with the Headteacher; may request withdrawal in writing.

Intent

Introduction

At Chalfont St Peter C of E Academy, our RE curriculum is designed to inspire and nurture every pupil so they flourish spiritually, morally and academically in line with our school vision: Bringing joy...inspiring success. Our work in RE is rooted in the belief that every pupil should "live life to the full"(John 10:10). This biblical foundation underpins the curriculum's intent: to help pupils encounter beliefs and big questions in ways that cultivate hope, purpose and human flourishing.

As a Church of England school we place Christianity at the heart of RE while also giving careful and respectful attention to other worldviews. RE is therefore both an academic subject and a distinctively Christian contribution to

pupils' spiritual, moral, social and cultural development. Through RE we aim to nurture pupils who live the school's Christian values — generosity, compassion, respect, justice, faithfulness and courage — in everyday life.

Leadership of RE

The subject leader for RE is responsible for curriculum design, staff support, monitoring implementation, planning CPD and for ensuring RE provision exemplifies the school's Christian vision.

Senior leaders, governors and the RE subject lead will evaluate RE through a planned monitoring cycle (learning walks, book scrutiny, lesson visits, pupil interviews, data review and evidence in the SEF/SIAMS audit).

Governors (including SIAMS link governor) hold leaders to account for the quality and distinctiveness of RE through regular monitoring visits.

What does an effective RE Curriculum look like at CSPA?

Curriculum planning for RE is effective when the provision is well constructed and coherent.

For effective learning to take place, pupils need to encounter knowledge that makes an impact (powerful knowledge). They need to encounter “big ideas” or concepts more than once. They need to have time to develop and progress. Encountering a religion or a concept and not returning to it, will not enable them to progress in their learning.

The Overarching Aims of RE at CSPA

1. To understand the nature, role and influence of religion and worldviews, locally, nationally, and globally.
2. To reflect on questions of meaning, purpose and value.
3. To formulate reasoned opinion and argument.
4. To enter into meaningful dialogue with people of different beliefs and backgrounds, appreciating and celebrating diversity, recognising what we hold in common, and respecting a shared humanity that can be experienced, expressed, and responded to in diverse ways.

These aims are pursued so that pupils not only gain knowledge of religion and worldviews but also learn how our Christian vision and the promise of John 10:10 shape the way our community lives and serves others.

The Importance of RE

“RE is the opportunity to explore a major and distinctive dimension of what it means to be a person: the search for meaning, purpose and value in a wondrous but also often confusing and sometimes threatening world. RE offers pupils the chance to raise and reflect on perennial questions about life. In doing this, it draws on the rich history of the major religious traditions and other worldviews in Britain, giving due prominence to Christianity to reflect the fact that the religious traditions in Great Britain, are in the main, Christian.”

(The Buckinghamshire Agreed Syllabus for Religious Education).

Our Christian vision — “bringing joy...inspiring success” — and the promise of John 10:10 are central to why RE matters at CSPA. RE gives pupils a language for hope and an opportunity to explore how faith motivates compassion, service and justice in the world. In this way RE actively supports pupils to become reflective, resilient and service-minded citizens who can contribute positively to school, church and wider community.

Through our CSPA RE curriculum, pupils learn more about themselves, the world and their place in it from studying religion and worldviews which have influenced the lives of others and have influenced the development of cultures. RE at CSPA is inclusive, engaging pupils of any religious faith or none and of all academic abilities and backgrounds. The RE curriculum challenges pupils to question and explore their own and others' understanding of the world, raising questions of identity, meaning, purpose and value. It contributes positively and powerfully to the spiritual, moral, social and cultural development of pupils.

RE and Personal Development

This RE policy should be read in conjunction with our [CSPA SMSC Policy](#).

What are our non-negotiables for our CSPA RE curriculum, and for teaching and learning at CSPA?

1. Statutory Requirement and Coverage
 - RE must be taught to all pupils year groups.
 - The RE curriculum should primarily reflect Christianity while also covering other principal religions represented in the community, ensuring inclusivity and respect for diversity.
2. Ambitious and Coherent Curriculum Design
 - The curriculum must be ambitious for all pupils, including those who are disadvantaged or have SEND, ensuring they receive appropriate support and adaptations.
 - It should be coherently sequenced, enabling pupils to build on prior knowledge and develop a deep understanding of religious concepts, beliefs, and practises.
 - Pupils should be enabled to make connections within RE and across other curriculum areas
3. Sufficient Curriculum Time
 - There must be adequate and regular curriculum time allocated to RE so pupils can make meaningful progress by “knowing more and remembering more” of the subject content.
4. High-Quality Teaching and Subject Leadership
 - RE teaching must be informed by subject-specific professional development and supported by senior leaders.
 - Subject leaders and year groups should have the time and resources to develop the curriculum, support staff, organise visits, and enrich learning experiences.
 - Teaching should be intellectually challenging, encouraging pupils to engage in rich discourse about religious and non-religious worldviews.
5. Inclusivity and Accessibility
 - The curriculum and teaching approaches must be inclusive, with strategies to support pupils with SEND and those from diverse backgrounds.
 - Educational visits and visitors related to RE must be accessible to all pupils.
6. Assessment and Progress Monitoring
 - Assessment should be meaningful and aligned with curriculum goals, focusing on pupils' knowledge and understanding as well as their ability to reflect and articulate their learning.
 - Progress in RE should be tracked to ensure all pupils, especially disadvantaged and SEND pupils, are supported to succeed.
7. Community and Vision Alignment
 - The RE curriculum should be rooted in the school's Christian vision and values, reflecting the biblical foundation (John 10:10) and promoting spiritual, moral, social, and cultural development.
 - It should contribute to pupils' personal development and prepare them for life in a diverse, multi-religious, and multi-secular society.

8. Vision-led distinctiveness:

- RE planning, collective worship and enrichment activities must explicitly reference the school's Christian vision and the biblical theme of "life to the full" (John 10:10). Units of study should include planned moments where pupils explore how Christian teaching connects to our core values and everyday choices.

What is balanced RE at CSPA?

Our RE curriculum recognises that how we behave and live our lives affects other people and the world we live in. We believe that teaching and learning in RE provides the opportunity to reflect on our experience of the world and the beliefs, values and attitudes that guide us through life. We do this by exploring the beliefs, values, practices and ways of living from the principal religions and different worldviews. RE helps pupils at CSPA to reflect on the ways in which beliefs influence how people live their lives. Balanced RE at CSPA therefore includes explicit opportunities to reflect on how Christian beliefs and the school's values inform pupils' attitudes and actions, as well as study of other religious and non-religious worldviews.

RE at CSPA reflects a good balance between theology, philosophy and human science.

The glossary highlighted in the SIAMS schedule defines theology, philosophy and human science.

Theology: "In the context of RE, conversations about foundational beliefs within religions and worldviews; examining the key ideas or concepts in religions and belief systems." This means talking about the concept of God and identifying the foundational beliefs of the traditions, religions and beliefs studied. For example: Tawhid, the oneness of God in Islam, Resurrection in Christianity and Dharma in Hinduism.

Philosophy: "In the context of RE, conversations about thinking, reasoning and making judgements: investigating the nature of knowledge, reality and morality and the way in which we reason about them." These are the "big questions" of life, the questions of truth and justice and the ways that people from a range of faiths and non-religious worldviews have answered these questions.

Human science: "In the context of RE, conversations about the human dimension of religions and beliefs: inquiry into the lived and diverse reality of religions and beliefs in the world today." This covers the things that people do because of what they believe and the impact that the actions of religious and non-religious believers have had on society locally, nationally and globally.

In summary:

Theology: Where beliefs come from. How beliefs have changed over time. How beliefs relate to each other. How beliefs shape the way believers see the world and each other.

Philosophy: Questions of knowledge, meaning and existence. How and whether things make sense. Issues of right and wrong, good and bad.

Social and Human Sciences: The diverse nature of religion. Diverse ways in which people practise and express beliefs. The ways in which beliefs shape individual identity and vice versa. The ways in which beliefs contribute to, and impact on, communities and vice versa. The ways in which beliefs contribute to, and impact on, society and vice versa.

Implementation

Religious Education at CSPA is timetabled once a week. Each lesson is 1 hour. In addition, there is daily collective worship (see the [CSPA Collective Worship Policy](#)).

Our RE curriculum is carefully sequenced and ambitious, ensuring pupils build on prior knowledge and develop critical thinking and reflective skills. Teaching is enriched through engaging activities, including visits, visitors, and collective worship, all aligned with our Christian vision and values.

Our RE curriculum has been constructed using the suggested scheme written by the Oxford Diocese Board of Education (updated in 2023), The Buckinghamshire Agreed Syllabus for Religious Education (2022-2027) and 'Understanding Christianity'. Our curriculum meets the Church of England's Statement of Entitlement.

Curriculum threads: Each long term overview must identify an explicit "vision and values" thread showing where John 10:10, a chosen core value and where appropriate, a practical action are discussed and explored by pupils.

Collective worship and curriculum alignment: Collective worship should be used deliberately to reinforce RE learning. At least one planned worship each half term will link directly to an RE enquiry and show how the Christian message of flourishing (John 10:10) relates to pupils' learning and behaviour.

Staff receive ongoing subject-specific professional development, supported by whole-school policies that prioritise RE as a core subject of our curriculum.

Prior and future learning is included to ensure that every lesson is clearly part of the overall aim.

Parents have the legal right to withdraw their children from Religious Education. Any parent considering this course of action should contact the Headteacher and explain their reasons for withdrawal in writing.

Teachers use the RE, curriculum map, curriculum overviews and medium term plans to create their own short term planning (teaching slides) for each lesson.

Each lesson or step will be contributing to the overall journey. A learning question or learning intention that links to the overall direction of the unit is important. Activities for pupils need to allow them to gather the required knowledge and develop the appropriate skills.

Teachers will start a lesson with something that links back to the previous lesson, reminding pupils of where they have got to on the journey. This retrieval process makes learning more effective. Frequent revision embeds information in the long-term memory. Likewise, finish with something that will provide a bridge to the following lesson. This could be as simple as asking pupils for a takeaway thought or question that can be recorded either by individuals or as a class, which may then provide the starting point for the following lesson.

What CSPA pupils will learn in RE:

Key stage	Religions studied
Lower Key Stage 2 (LKS2)	Christianity plus one different Abrahamic religion and one Dharmic tradition in depth (the Bucks Agreed Syllabus recommends Islam and Hinduism).

	With reference to other religious traditions and non-religious perspectives as appropriate.
Upper Key Stage 2 (UKS2)	Christianity plus one other Abrahamic religion and one Dharmic tradition (these could either be a continuation from LKS2 or different ones, the Bucks Agreed Syllabus recommends continuing with Islam and Hinduism) and Humanism. With reference to other religious traditions and worldviews as appropriate.

In creating our CSPA curriculum and the studied religions, we have considered the context of our school and the background of our pupils. We have also liaised with our feeder schools to ensure a broad coverage of faiths across key stages.

	Core Questions	Enquiry
LKS2	What is most important in life? How do different religions show what is most important to them? How does this affect their attitudes and behaviour towards themselves, other people, and the world around them?	How and why do people worship? (Worship). Are places of worship really needed? (Religious buildings). What holds communities together? (Religion in the community). How do religions express their beliefs about God? (Symbolism). Why are sacred texts and holy books so important? (Sacred Texts). What do our celebrations show about what we think is important in life? (Festivals).
UKS2	What do people believe about life, the world, and the good life? Where do these beliefs, attitudes and ways of living come from? How are these expressed and lived out in the lives of individuals and communities?	Why do religions or non-religious groups celebrate important moments in life? Why is pilgrimage so important to some religious communities? Why don't all members of a religious or non-religious community believe and live in the same ways? How did the religions and worldviews begin? How does what we believe influence the way we should treat the world? What do the religious and non-religious worldviews teach about 'the good life'?

In exploring these questions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family, community, and world.
- What they believe, what they think is important and how these influences their day-to-day lives.

Prior Learning at KS1

At KS1 our three main feeder schools follow the Buckinghamshire Agreed Syllabus for Religious Education. Over the course of KS1, pupils will explore:

- Christianity plus one other Abrahamic religion in depth (Judaism)

- With reference to one Dharmic tradition and non-religious perspectives (NB: not necessarily a specific non-religious worldview).

Core Questions At KS1:

- How does our background influence who we are?
- How does belonging to a religion or group affect people's lives?
- How should we behave and treat others and the world?

Enquiries (referring back to the core questions):

1. What does it mean to be me? (Who I am).
2. How important are the groups people belong to? (Belonging).
3. What makes some people so important? (Important people).
4. Why are some places so important? (Important places).
5. What makes some things sacred to some groups of people? (Special things).
6. What makes some stories so important to different people? (Sacred books).
7. Why is it important to look after our world? (The natural world).
8. Why do we celebrate important occasions? (Special occasions).

In exploring these questions, the children will also reflect on:

- Their own sense of who they are and their uniqueness as a person in a family and community.
- What they believe, what they think is important, and how those influence their day-to-day lives.

Inclusion

Like all other subjects at CSPA, teaching and learning in RE sets suitable learning challenges, responds to pupils' diverse learning needs and works to overcome potential barriers to learning and assessment for individuals and groups of pupils. Adjustments for inclusion will also ensure pupils can access the vision-led elements of RE (for example, adapted reflection prompts or use of our prayer space) so every pupil can engage with the concepts of belonging, purpose and flourishing.

As the subject-matter of RE sometimes raises sensitive issues, teachers are aware of, and sensitive to, the background and personal circumstances of their pupils. For example, some pupils may be able to work factually but not relate to feelings and meanings while others may find factual detail confusing and may need a more sensory and experiential approach in their RE lessons.

It is up to the teacher's professional judgement and personal knowledge of the child to decide how best to meet the needs of individual pupils. Teachers will modify and adapt the RE provision to meet the needs of pupils with special educational needs. This includes meeting the challenges of the most able pupils.

Impact

Pupils will know more and be able to give an age-appropriate, coherent account of Christianity and the other worldviews covered. They will also be able to explain, in age-appropriate terms, how the Christian promise of "life to the full" (John 10:10) and our school values shape choices, attitudes and actions. RE at CSPA aims not only for knowledge but for visible growth in compassion, service and moral reasoning that reflects our vision.

Through our RE provision, pupils at Chalfont St Peter C of E Academy develop a strong sense of identity and belonging, grounded in Christian values and an appreciation of diversity. They demonstrate respect and

compassion for others and are equipped with the knowledge and skills to navigate complex moral and spiritual questions. Pupils' progress in RE is evident in their ability to articulate their beliefs thoughtfully and respectfully, showing increasing theological literacy and spiritual awareness. Our school community thrives as pupils live out the promise of John 10:10, embracing life to the full with joy, resilience, and a commitment to justice and service.

Learning is recorded in books and every CSPA pupil has a dedicated RE book. This book demonstrates learning in RE as part of a journey, rather than as unconnected elements. Progress over time for each pupil can also be monitored.

Assessment forms a crucial part in planning for effective RE. Our approach to assessment includes all methods - formative and summative, self and peer assessment. Assessment tasks (summative assessment) are included in the curriculum overview and medium term plan for the end of each topic/unit. Teachers will record the assessment outcomes to inform their end of year teacher assessment/judgment of each pupil. This assessment is recorded and tracked on iTrack.

Progression

Aims	LKS2	UKS2
To understand the nature, role and influence of religion and worldviews locally, nationally, and globally.	Consider the nature and interpretation of sources of authority in Christianity, other faiths, and worldviews. Explore similarities and differences within religions and worldviews.	Understand what it means to be religious, and the influence religions and worldviews have on individuals and communities. Consider different responses to ultimate questions
To reflect on questions of meaning, purpose, and value.	Think about what influences our beliefs and lifestyle and the way we see things.	Explore different religious and non-religious beliefs about meaning, purpose and value.
To formulate reasoned opinion and argument.	Gain basic understanding of some beliefs to be able to give valid reasons for and against an opinion.	Show awareness of the ways beliefs influence attitudes, way of life and behaviour. Express and justify their own beliefs and opinions and listen sensitively to those of others. Distinguish between valid and invalid arguments.

Pupil Voice and Leadership

Pupil leadership opportunities relevant to RE (e.g. The Wings) are embedded as part of the pupil leadership programme to empower pupils and give them ownership of spiritual life in school. Pupil voice will be used to inform evaluation of RE learning, collective worship and spiritual provision.

Vision in pupil leadership: Pupil leaders involved in RE and spiritual life (for example The Wings) will plan and lead at least one activity each year that demonstrates how our Christian vision and a core value can be lived out in school (for example, a service project, themed worship or a values-led assembly).

The Right to Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian (or withdrawing themselves if they are aged 18 or over) in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can also exercise their right to withdraw from teaching the subject.

Parents 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 headteacher and the 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.

When a request to withdraw is received, the request will be granted without delay. The headteacher may offer to speak with the parent to try to understand the basis for the withdrawal but only after the request has been granted. The headteacher will make clear that the parent's right to withdraw their child has been granted and that parents are not required to give reasons for their request.

Should parents take up the offer of a discussion, we may seek to establish the religious issues about which the parent objects to their child being taught. Discussion may include the practical implications of withdrawal and the circumstances in which it may be reasonable to accommodate their wishes. Practical examples of how we may reassure a parent who has withdrawn their child may include inviting the parent to observe a RE lesson, discussing curriculum documents and discussing the aims of RE in the school with them.

Monitoring and Evaluation

The RE subject leader will maintain an annual action plan aligned to the school improvement priorities (Spotlights), with clear success criteria and measurable indicators.

Monitoring activities will include: regular learning walks and lesson visits; planned book looks; analysis of assessment against end-of-year outcomes; pupil, staff and parent voice; and review of enrichment activities and collective worship impact.

Leaders will report termly to governors on RE progress, impact and next steps, and will use SIAMS guidance to prepare the school's SEF for Church inspection.

The RE subject leader will ensure the school's SIAMS preparation explicitly evidences how curriculum planning, collective worship and enrichment activities promote the school's Christian vision and the biblical message that pupils should flourish (John 10:10). Governors' monitoring visits will include a distinctiveness check: how RE contributes to pupils' spiritual formation and to living out the school's values.

This policy will be reviewed annually by the RE subject leader and Headteacher and presented to the Curriculum & Standards Committee of the governing body. Reviews will reference SIAMS framework changes, ODBE guidance and local agreement changes.