



**St Mark and All Saints Church of England Primary School**  
**The Good Shepherd Trust**  
Academies in partnership with the  
Guildford Diocese Education Trust  
The Education Centre, The Cathedral, Guildford, Surrey  
GU2 7UP Tel: 01483 450423  
**Religious Education Policy**



Subject Leader	Responsible Body
Assistant Head	SLT
Date Adopted: December 2025	Review Date: December 2027

### **Our Shared Vision**

Religious Education should enable every child to flourish and to live life in all its fullness (John 10:10). It will help educate for dignity and respect encouraging all to live well together.

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 Statement of Entitlement February 2019)*

This policy outlines the purpose, nature and implementation of RE in our school which enhances our distinctive Christian character and ethos.

### **Rationale:**

Religious education is an academic subject. All pupils are entitled to religious education that is delivered in an objective, critical and pluralistic manner. *(Religious Education Statement of Entitlement February 2019)*

### **Aims:**

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.

- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

## Religious Education Curriculum

Religious Education is taught according to the Surrey Agreed Syllabus for Religious Education 2023-2028.

For our RE Curriculum Overview, please see <https://www.stmarkallsaints.uk/about-us/curriculum/re>

As part of our curriculum offer at SMAS, we plan in a visit to different place of worship for every year group, from Reception to Year 6, to enrich understanding and make meaningful links to our learning.

## Curriculum Balance and Time

Reflecting the Church of England Statement of Entitlement for Religious Education 2019, parents and pupils are entitled to expect that Christianity is the majority religion studied in each year group and should be at least 50% of curriculum time. A minimum 5% of weekly curriculum time, but ideally more, meeting explicitly RE objectives, is committed to the delivery of RE.

*Note: Collective Worship is not part of the “taught day” and so is not included in the calculation of R.E. teaching time.*

## Teaching and Learning in Religious Education

Our RE curriculum is designed to ensure a balance of theology, sociology and philosophy. We have identified these as three Golden Threads:

- ‘God’: relating to theological approaches;
- ‘Identity’: relating to more philosophical approaches;
- ‘Community’: relating to sociological approaches.



These ‘Golden Threads’ are threaded throughout the units of work as part of the syllabus progression model in the way that they develop children’s knowledge, understanding and skills in age-appropriate ways.

Pupils’ own perspectives form a part of their learning within the syllabus as part of the development of their personal knowledge. Using pupils’ starting points is one of the ways in which the syllabus strives to be inclusive of the wide spectrum of religious and non-religious beliefs that are a part of our community.

## Religious Education in EYFS

The RE curriculum for the EYFS always starts from where the children are, often taking a child’s-eye view and drawing upon their personal experiences. The curriculum allows children to explore the world around them from this starting point.

## Religious Education in Key Stage One

Pupils develop their knowledge and understanding of the worldviews, beliefs and ‘lived experience’ of some Christian, Jewish and Muslim people, and some non-religious people.

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Pupils become more aware of other peoples' worldviews and are encouraged to develop important subject-specific and cross-curricular skills.

### **Religious Education in Lower Key Stage Two**

Pupils extend their knowledge and understanding of the beliefs and lived experience of some Christian, Jewish and Muslim people and are introduced to the importance of equality to Sikhs, and the Golden Rule to Humanists, recognising the impact of religion and belief on people's worldviews, locally (including within their own school), nationally and globally. Pupils make connections across their learning in the thematic units and deepen their understanding of concepts within and across religions / beliefs.

Pupils are encouraged to become more self-reflective in the way that they understand their own personal worldview and the things that may have influenced it. They will also continue to develop important subject-specific and cross-curricular skills.

### **Religious Education in Upper Key Stage Two**

Pupils further develop their understanding of the beliefs and lived experience of some Christian, Jewish, Muslim & non-religious people, and are introduced to Hindu (Sanatana) Dharma and Buddhism. As learning develops across this phase, pupils will increasingly become aware of the factors that might account for diversity within and across communities, including opportunities to consider how some sacred texts can be interpreted in different ways e.g. creation stories.

Pupils continue to explore their own personal worldview and begin to articulate some of the factors that may have influenced it, also applying their thinking to help them to understand the worldviews of others.

### **Assessment, Recording and Reporting**

Assessment in Religious Education will:

- Be directly related to the expectations of the Surrey Agreed Syllabus
- Seek to identify pupils' development of factual knowledge, skills and attitudes.
- Inform next steps in teaching and learning both for individual pupils and class groups.
- Inform whole school areas for development.
- Enable effective reporting to parents.

### **Monitoring**

Local Committee members are given the responsibility of monitoring the work carried out in RE through speaking to staff, looking at books and talking to pupils about their work. The Religious Education subject leader is responsible for monitoring the standards of the children's learning and the quality of teaching in religious education.

### **Role of the RE subject leader**

The subject leader will:

- support colleagues in the teaching of Religious Education.
- be informed about any current developments in the subject, locally and nationally.
- provide a strategic lead and direction for the subject in the school.

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- attend termly RE network meetings at Guildford Diocese.
- ensure that all pupils receive their legal entitlement of religious education.
- ensure RE provision reflects the [Church of England Statement of Entitlement](#).
- produce and regularly review a subject policy to ensure that it remains up to date.
- ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- monitor and review the implementation of policy and units of work.
- monitor the quality and effectiveness of teaching and learning in RE and pupils' progress and standards.
- ensure there are rigorous assessment systems in place to enable teachers and pupils to gauge progress and attainment in RE.
- monitor, analyse and question RE assessments carried out by staff.
- liaise with the HT and Governors to feedback on the monitoring and impact of RE across the school.
- support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- seek opportunities to share effective practice locally and regionally and engage in professional development for themselves and other staff members.
- oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.
- ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

### **Legal Requirements**

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The school must comply with any request from a parent to withdraw their child from all, or part of Religious Education, and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the head teacher before making this decision. Where pupils are withdrawn from all or parts of the RE curriculum, they will engage in a personal project linked to the wider curriculum.