

Terling C of E Primary School

Religious Education Policy



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Headteacher Signature:	<i>F Sapiano</i>	Date: 18/03/2026
Chair of Governors Signature:	<i>Lisa Curtis</i>	Date: 18/03/2026

Flourish and shine in all that we do

“Those who are wise will shine like the brightness of heavens”

Daniel 12:3

Vision

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Daniel 12:3

Our vision is underpinned by our Christian beliefs. We celebrate the uniqueness of every child within our Christian community while we work to support and challenge our children. We support them to flourish and shine in all they do, preparing them for life’s journey. We build upon our Christian values of respect, trust, courage and truthfulness.

We chose the value respect because the Bible encourages us to value difference, our school environment and our community.

We trust in God to guide us, we trust each other to do the right thing, to look after each other and care for each other. We trust our friends to support us.

We have the courage to try new experiences, to face challenge and to get things wrong, building our resilience.

We build our beautiful rural setting into our curriculum. Our unique, close-knit community helps us build excellent relationships with individual families and children.

We support and challenge our children – academically, spiritually, socially and emotionally – preparing them for the next stage of their education. We equip them with the confidence and life skills to reach their God-given potential.

Our children flourish and grow with a caring, respectful Christian ethos that includes responsibilities around the school. Our children shine as we celebrate their many successes.

Aims and objectives

At Terling Primary School, we aim to provide the best possible education for each child within the context of a caring Christian community. Our school values underpin all aspects of school life, including behaviour and relationships within our school.

Religious Education (RE) is taught as part of a broad and balanced curriculum, which will enable each and every child to develop confidently to the very best of their ability.

Teaching and learning

We use the Essex Agreed Syllabus for the teaching of RE at our school. Our RE curriculum is set within the broader intent of the whole school curriculum. High-quality RE will support pupils’ religious literacy. In the context of this syllabus, being religiously literate means that pupils will have the ability to hold balanced and well-informed conversations about religion and worldviews. Pupils will be able to make sense of religion and worldviews around them and begin to understand the complex world in which they live.

Through the use of the Essex Syllabus, we aim to:

- know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/ social science lenses.

- express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multi-disciplinary approach.
- gain and deploy skills rooted in theology, philosophy and the human/ social sciences engaging critically with religious and non-religious worldviews.

In the Essex Agreed Syllabus, RE is rooted in three key disciplines. These are theology, philosophy and the human/ social sciences:

Theology	Philosophy	Human/ Social Sciences
<p>We have called this thinking through believing. It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religious world views.</p>	<p>We have called this thinking through thinking. It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.</p>	<p>We have called this thinking through living. It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/ social science lens. Pupils will explore questions and answers raised in relation to the impact religions and worldviews have on people and their lives.</p>

By adopting the three disciplines, children will become religiously literate and this will effectively prepare pupils for their studies in Key Stage 3 and beyond. In addition, children will become well-informed and hold balanced views because they will have had the opportunity to gain a real breadth of understanding and use a range of different methods to validate knowledge across the disciplines.

Children are encouraged to use their understanding of religion to contribute to the wider religious community in the school including leading and planning assemblies, charitable and cultural activities.

Implementation

Our curriculum is under regular review and will be reactive to the world around us and the needs of our school and local context.

The Essex Syllabus document provides details of core knowledge. This should be used alongside the suggested core questions for each disciplinary lens. The core knowledge has been kept to a minimum to allow teachers to consider their own context and to ensure depth of understanding of key concepts, beliefs and practices. The core knowledge is rooted in the object of investigation for each disciplinary lens.

Teaching is usually through the use of a 'Big Question' which lasts half a term. Children work across the unit to answer the Big Question. Lessons are cross curricular where appropriate and might include, for example, drama or art.

In the Early Years Foundation Stage, children will study Christianity and one other religion, religious belief or world view. At Terling CE School, our EYFS pupils learn about Hinduism in addition to their studies of Christianity. Pupils begin to explore religion and world views in terms of special people, times, places and objects, as well as visiting places of worship. Pupils listen to, and talk about, religious stories which may

raise puzzling and interesting questions. They are introduced to specialist words and use their sense in exploring religious beliefs, practices and forms of expression.

In Key Stage 1, children will embark on an in-depth investigation of Christianity and Hinduism. They will also touch on one other principal religion, Judaism. This provides foundations for KS2.

Across Key Stage 2, children will embark on an in-depth investigation of Christianity and two other principal religions. In lower KS2, that will be Islam and in upper KS2 that will be Buddhism. They will also touch on two other religions, Judaism in lower KS2 and Hinduism in upper KS2.

Pupil progress is assessed in relation to the purpose and aims of the subject. Therefore, this primarily concerns how well pupils are able to hold balanced and well-informed conversations about religion and worldviews. In other words, are pupils becoming more religiously literate? Attainment and progress are therefore linked to the multi-disciplinary approach to RE advocated throughout the Essex Agreed Syllabus.

Progress is monitored against Key Performance Indicators for each year group.

Participation of children will be visible throughout the school with planning and participating in religious activities.

Teaching and Learning Strategies

It is vital that the teaching of RE is regarded as important and thorough planning and preparation take place. In order for the children to enjoy the RE lessons we need to ensure that variety of teaching strategies is used. We use a wide range of sources of information, including the local environment, artefacts, pictures, photographs, internet, books and buildings and people talking about their experiences. Pupils should have opportunities to use stories and poems, music, drama, dance, art and ICT where appropriate as avenues for exploring RE. They should have opportunities to express their learning in a variety of ways.

Role of the clergy

The children take part in church services throughout the academic year to coincide with both the Christian and academic calendar. These services involve the whole school community and are led by our pupils and our local incumbent. Members of the clergy deliver weekly whole-school collective worship and are welcomed into school to support with RE provision, pastoral care and governance.