



Religious Education Policy

Calcot Infants and Junior Schools

1. Document Control

Adopted / Adopted and Adapted / Schools own: **Schools own**

Review period: **Triennial**

Responsible committee: **Curriculum**

Statutory: **Yes**

Required on website: **Yes**

Ratified by committee: **April 2026**

Review due: **April 2029**

Chair of Governors' signature: **Mrs Julia Kidd**

2. Change History

Version	Date	Amendment or No Change
1	2026 April	Created

3. Website History

Version	Date on website
1	April 2026

Context

- The context of Religious Education (RE) at Calcot Schools is that of a large urban primary school, serving children in the age range 2 - 11.
- We teach according to the Pan Berkshire Locally Agreed Syllabus.
- We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome the diversity and we intend to be sensitive to the home background of each child. We are glad to have the active support of religious and non-religious members of our local community to support our teaching of RE.
- We recognise the inter-relationship between pupils' spiritual, moral, social, and cultural development, and the leading role which the RE curriculum plays in some of these areas.

The Aims of RE at Calcot Schools

RE at Calcot Schools will be provided in line with the legal requirements. These are that:

- the basic curriculum will include provision for religious education for all pupils on the school roll;
- the content of RE shall reflect the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain;
- the RE which is provided shall be in accordance with the locally agreed syllabus for West Berkshire

Within the framework of the law and the Agreed Syllabus, the aims in RE at Calcot Schools are for pupils to:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom;
- develop an understanding of the influence of religious and non-religious worldviews, values and traditions on individuals, communities, societies, and cultures, locally, nationally, and globally;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings and diversity within the religious and non-religious worldviews represented in the United Kingdom;
- enhance their spiritual, moral, social, and cultural development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings and other beliefs can relate to them;
 - responding to such questions with reference to the teachings and practices of religions and worldviews relating them to their own understanding and experience;
 - reflecting on their own beliefs, values, and experiences in the light of their study;
- develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in a society of diverse religions and worldviews.

Time Allocation

It is recommended that RE is taught for a minimum of 36 hours per year at Key Stage One, and 45 hours per year at Key Stage Two. The time allocated for teaching RE at Calcot Schools is:

EYFS planned within the EYFS Framework

KS1 36 hours

KS2 45 hours

RE curriculum time does not include assembly or collective worship, even when the assembly provides a starting point for curricular work.

Scheme of Work

A detailed scheme of work is available for teachers and other interested people alongside this policy. It has been written in the light of the Pan Berkshire Locally Agreed Syllabus.

- EYFS: themes emerging from the EYFS Framework
- KS1: Christianity, Judaism and Hindu Dharma
- Lower KS2: Christianity, Sikhi and Islam
- Upper KS2: Christianity, Judaism, Islam, Hindu Dharma and Buddhism.

Teaching and Learning Strategies

Our policy is to aim to ensure the use in RE of art, drama, thinking skills, speaking and listening activities, visits, posters, photographs, videos, ICT use, display work and other active learning strategies. Cross curricular work is encouraged, in line with whole school policy on teaching and learning. We recognise the importance of teaching to the Pan Berkshire Locally Agreed Syllabus in a creative, knowledge-rich, broad and balanced way.

Resources

We have a wide range of resources, to support our RE teaching which we continue to develop. We maintain a selection of RE related books in the library, which covers many different traditions. We encourage school families to donate appropriate artefacts/utilise our local resource centre for RE.

Visits and visitors

We visit places of worship in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in the teaching of RE. We aim to use this valuable resource for all classes. When we plan visits for our children, we aim to include opportunities to visit a place of worship and participate in the visit of a representative to their class.

The RE subject leader will support class teachers to organise these educational visits.

Matching Work to Pupils' Needs

Our whole school policy regarding pupils with special needs and adaptation applies to RE. Teachers should be alert to the fact that some children have special and deep experience of a religion through family practice. This, of course, may not relate to their general educational ability.

Assessment

We report on pupils' progress and attainment in RE to parents, as required by law. The Pan Berkshire Locally Agreed Syllabus provides descriptions of progress and attainment. We include pupil attainment in RE in annual reports.

Self-Evaluation

The subject leader for RE will assess and review the subject's strengths and areas for development.

Staff training and CPD

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or from an external provider. The RE subject leader also leads local network meetings for the BLDP.

Withdrawal

We note the Human Right of parents to withdraw their children from RE and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff.

Teachers are asked to refer to the head teacher any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them.

Named RE subject leader: Amanda Bedding

Headteacher: Florence Rostron

Monitoring, Evaluation and Review

We intend that this policy will operate for the next three years, and then be fully reviewed by all staff and governors.

To ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for support or training, all staff are asked to share a copy of the planning for RE with the subject leader each term. The subject leader's role includes monitoring and evaluation of this policy in practice. We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.