



# Policy Document

Rosherville Church of  
England Academy

## Religious Education Policy

**June 2025**

<b>Unique Reference Number (URN):</b>	146376
<b>Approved By:</b>	Local Governing Body
<b>Policy Type:</b>	Statutory
<b>Adopted On:</b>	June 2025
<b>Date of Next Review:</b>	June 2026
<b>Review Period:</b>	1 Year



Diocese of  
**Rochester**





# Contents

<b>OUR CHRISTIAN VISION AND VALUES .....</b>	<b>3</b>
OUR VALUES.....	5
<b>INTRODUCTION .....</b>	<b>5</b>
<b>RIGHT OF WITHDRAWAL FROM RELIGIOUS EDUCATION .....</b>	<b>6</b>
<b>AIMS.....</b>	<b>6</b>
RELIGIOUS EDUCATION WILL:.....	7
RELIGIOUS EDUCATION CONTRIBUTES TO STUDENT’S SPIRITUAL DEVELOPMENT BY: .....	8
RELIGIOUS EDUCATION CONTRIBUTES TO MORAL DEVELOPMENT BY:.....	9
RELIGIOUS EDUCATION CONTRIBUTES TO STUDENT’S SOCIAL DEVELOPMENT BY:.....	9
RELIGIOUS EDUCATION CONTRIBUTES TO STUDENT’S CULTURAL DEVELOPMENT BY:.....	9
RELIGIOUS EDUCATION PROMOTES COMMUNITY COHESION BY:.....	10
<b>TEACHING AND LEARNING: PROGRAMMES OF STUDY .....</b>	<b>10</b>
<b>APPROACHES TO TEACHING RELIGIOUS EDUCATION .....</b>	<b>12</b>
<b>ADAPTATION AND SPECIAL EDUCATIONAL NEEDS.....</b>	<b>12</b>
<b>REMOTE LEARNING .....</b>	<b>13</b>
<b>ASSESSMENT .....</b>	<b>13</b>





## Our Christian Vision and Values

**Flourishing Through Faith and Fellowship to Aspire, Believe and Achieve.**

**"The smallest seed can grow into the largest tree."**

As we prepare to move to our new site and embrace a growing community, we are inspired by the parable of the mustard seed. **Though small, it grows into a tree so large that birds come and nest in its branches (Matthew 13:32).** We see our school as that tree—rooted in faith, growing in hope, and offering shelter, protection, and inspiration to all who join us. This vision is grounded in the words of Jesus: **"Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, 'Move from here to there,' and it will move. Nothing will be impossible for you." (Matthew 17:20).** We believe that with faith—faith in God, in ourselves, and in each other—every child can flourish. At the heart of our school is a deeply held Christian calling: To improve the life chances of local children, enabling them to **live life in all its fullness. (John 10:10).** Whether learning, leading, playing, or praying, we nurture the God-given potential in every child. Like the mustard seed, even the smallest act of faith can grow into something great.





### **Matthew 17:20**

*"Truly I tell you, if you have faith as small as a mustard seed, you can say to this and us better mountain, 'Move from here to there,' and it will move. Nothing will be impossible for you".*

### **Matthew 13:32**

*Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches".*

At Rosherville, we are dedicated to developing lifelong learners – children who grow in character, confidence, and capability, and who are prepared to contribute positively to both their local community and the wider world.

Our vision is inspired by the image of the mustard seed – a symbol of growth, potential, and transformation. Just as the smallest seed can grow into a tree that offers shelter and support, we believe in nurturing every child so they can flourish and help others do the same. We foster an environment built on belief – in ourselves, in each other, and for many in our community, in God. This belief encourages resilience, compassion, and ambition. Rooted in our Christian foundation, we take strength from the words of Jesus in *Matthew 17:20* and *Matthew 13:32*, which remind us that even the smallest amount of faith or belief can lead to remarkable things. As we move to a new site and grow into a new community, we see ourselves as that mustard seed—taking root, growing strong, and becoming a place of welcome, protection, and inspiration for all who join us. At the core of all we do is our commitment: To improve the life chances of local children.

**We believe we could have faith in God, faith in self or faith in others**





Using Zones of Regulation children learn to have faith in themselves to regulate their own behaviour taking action when moving through zones to help them return to the Green Zone. Having faith and understanding that all emotions and emotional states are valid. Having faith in others to support us in times of stress and anxiety is key to maintaining an emotional equilibrium necessary for learning.

Our Christian Values help us deliver the Church of England Vision which comprises 4 elements, Community Hope Wisdom and Dignity

## Our Values

### Compassion, Courage, Wisdom

## Introduction

Religious Education must be provided for all registered pupils at the school in accordance with Schedule 19 to the School Standards and Framework Act 1998.

Religious Education (R.E.) is a core subject at Rosherville Church of England Academy. It is taught in accordance with the Agreed Syllabus for Religious Education (R.E. act 2006), as we are required to do by law. Also, by law, R.E. must focus mainly on Christianity, whilst taking account of the other principal religions and worldviews in Great Britain. We currently use Understanding Christianity (2016) to provide high quality teaching and learning on the Christian Faith. This is supplemented by units written by the Rochester and Canterbury Diocese and RE today to teach other world faiths and views. These include Judaism, Islam, Sikhism and Hinduism. From September 2024, the Kent Agreed Syllabus (2023) will be used to deliver a sequential and spiral RE curriculum throughout the primary phase.





## Right of withdrawal from Religious Education

Parents have the right to withdraw their child from religious education classes if they so wish, 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. Anyone wishing to withdraw their child from RE lessons should discuss this with the headteacher before making a final decision.

## Aims

Religious Education is an integral part of our school life and has a particular contribution to make towards the spiritual, moral, social, and cultural education of each pupil. We aim to promote a caring and stimulating environment in which children are encouraged to develop a respect for themselves and others by exploring the teachings and beliefs of a variety of world faith and views.

The key purpose of Understanding Christianity is to support all pupils to develop their understanding of Christianity, as a contribution to their understanding of the world and their own experiences within it. As children progress from Early Years Foundation Stage to Upper Key Stage Two their knowledge is built upon across eight key concepts. These are explored through the three themes of Making sense of the Text, Understanding the Impact, and Making Connections as the underlying pedagogy.

The eight key concepts are:

- God
- Creation
- Fall
- People of God





- Incarnation
- Gospel
- Salvation
- Kingdom of God

We celebrate our diversity and encourage respect for those holding different beliefs. We ensure that our RE curriculum provides our pupils with the opportunity to reflect and on what it means to have a religious faith and how this impacts on our morals.

High quality Religious Education within our church school will:

- enable pupils to explore big questions within the Christian faith and understand how these impact on the way Christians live their lives through a theological, philosophical, and sociological lens.
- enable pupils to learn about the other major religions and worldviews, their impact on culture and politics, art, and history, and on the lives of their adherents.
- develop understanding of religious faith as the search for, and expression of, truth
- contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own faith and beliefs.
- identify, develop, understand, and communicate ideas of ultimate questions
- and ethical issues.

## Religious Education will:

- **Provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops students' knowledge of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.



Diocese of  
**Rochester**



PROUD TO BE  
**Aletheia**  
Academies Trust



- **Encourage students to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional, and social ethics; and to express their responses.
- **Enable students to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **Teach students to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **Prompt students to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity, and compassion.
- **Develop a sense of awe, wonder and mystery.**

## Religious Education contributes to student's spiritual development by:

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and British values such as justice, honesty, and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience, and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness, and pain.
- Developing their own ideas and views on religious and spiritual issues.



Diocese of  
**Rochester**



PROUD TO BE  
**Aletheia**  
Academies Trust





## **Religious Education contributes to moral development by:**

- By enabling students to value themselves and others.
- Exploring the influence of family, friends, and other sources on moral choices.
- Considering what is of ultimate value both to students and people within religious traditions.
- Developing an understanding in religion of the key values and moral choices.
- Considering ethical issues especially justice which promotes racial and religious respect.
- Exploring the influence of family, friends, and media on moral choices and how society is influenced by teachings and guidance from religions and beliefs.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

## **Religious Education contributes to student's social development by:**

- Considering how religious and other beliefs lead to actions and concerns.
- Reflecting on the importance of friendship and positive relationships.
- Investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions.

## **Religious Education contributes to student's cultural development by:**

- Encountering people, stories, artefacts, and resources from differing cultures.



- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.

### **Religious Education promotes community cohesion by:**

- Providing a key context in which to develop students' understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination in: the school community; the community within which the school is located; the UK community, the Global community.

## **Teaching and learning: Programmes of study**

At Rosherville Church of England Academy Religious Education is compulsory to all children's learning. *Understanding Christianity* provides a spiral curriculum, which revisits concepts and explores them in more depth as pupils move through the school.

All units taught within our curriculum focus on one religion at a time. This ensures that pupils can explore the content in greater depth and avoids confusion. Golden Threads are woven throughout the curriculum ensuring links are made to previous learning as well as other religions.





	AUTUMN		SPRING		SUMMER	
EYFS	<b>CREATION</b> Why is the word 'God' so important to Christians?	<b>OLD TESTAMENT STORIES</b> Which stories are special and why? <b>INCARNATION</b> Why do Christians perform Nativity plays at Christmas?	<b>NEW TESTAMENT STORIES</b> Which stories are special and why?	<b>SALVATION</b> Why do Christians put a cross in an Easter garden?	<b>WORLD FAITH STORIES</b> Which stories are special and why?	<b>WORLD FAITH STORIES</b> Which stories are special and why?
Year 1	<b>GOD</b> What do Christians believe that God is like?	<b>INCARNATION</b> Why does Christmas matter to Christians? <i>CORE/ DIGGING DEEPER</i>	<b>GOSPEL</b> What is the good news that Jesus brings? <i>CORE &amp; DIGGING DEEPER</i>	<b>SALVATION</b> Why does Easter matter to Christians? <i>CORE LEARNING</i>	<b>JUDAISM</b> Who is Jewish and what do they believe? (Part 1)	<b>JUDAISM</b> Who is Jewish and what do they believe? (Part 2)
Year 2	<b>CREATION</b> Who made the world?	<b>UNIVERSAL</b> How should we care for others and the world and why does it matter?	<b>HUMANISM</b> What is Humanism?	<b>SALVATION</b> Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	<b>ISLAM</b> Who is a Muslim and what do they believe? (Part 1)	<b>ISLAM</b> Who is a Muslim and what do they believe? (Part 2)
Year 3	<b>PEOPLE OF GOD</b> What is it like to follow God?	<b>INCARNATION</b> What is the Trinity? <i>CORE LEARNING</i>	<b>SIKHI</b> What is important for Sikh people?	<b>SIKHI</b> How do Sikh people worship and celebrate?	<b>KINGDOM OF GOD</b> When Jesus left, what was the impact of Pentecost?	<b>HUMANISM</b> What is Humanism?
Year 4	<b>CREATION</b> What do Christians learn from the Creation story?	<b>INCARNATION</b> What is the Trinity? <i>DIGGING DEEPER</i>	<b>GOSPEL</b> What kind of a world did Jesus want?	<b>SALVATION</b> Why do Christians call the day Jesus died 'Good Friday'? <i>CORE &amp; DIGGING DEEPER</i>	<b>HINDU DHARMA</b> What does it mean to be a Hindu in Britain today? (Part 1)	<b>HINDU DHARMA</b> What does it mean to be a Hindu in Britain today? (Part 2)
Year 5	<b>GOD</b> What does it mean if God is loving and holy?	<b>INCARNATION</b> Was Jesus the Messiah? <i>CORE LEARNING</i>	<b>PEOPLE OF GOD</b> How can following God bring freedom and justice?	<b>SALVATION</b> What did Jesus do to save human beings?	<b>ISLAM</b> What does it mean to be a Muslim in Britain today? (Part 1)	<b>ISLAM</b> What does it mean to be a Muslim in Britain today? (Part 2)
Year 6	<b>CREATION</b> Creation and science: conflicting or complementary?	<b>GOSPEL</b> What would Jesus do?	<b>HUMANISM</b> What is Humanism?	<b>JUDAISM</b> What does it mean to be Jewish in Britain today?	<b>UNIVERSAL</b> What can be done to reduce racism? Can religion help?	<b>KINGDOM OF GOD</b> What kind of king is Jesus?





## Approaches to teaching Religious Education

Religious Education is an exciting curriculum subject, so we employ a variety of teaching methods.

These include:

- Visiting places of worship and receiving visitors from faith communities
- Using art, drama, music to enrich students understanding.
- Using regular times of quiet reflection for students to develop their own thoughts and ideas.
- Using pictures, photographs and stories to enhance students learning.
- Using artefacts to help students develop their understanding of religious beliefs and forms of expression.
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others

## Adaptation and Special Educational Needs

Within our school we recognise that there is a wide range of abilities and learning styles in each class. Policy and practice in Religious Education will reflect the school's SEND policy to ensure that the curriculum is accessible to all learners. Resources will be accessible and appealing, and a full range of strategies to achieve differentiated learning will be employed ensuring suitable learning opportunities are provided. We ensure tasks are challenging and sufficiently demanding yet stimulating and engaging for all pupils.





## Remote Learning

During any time of National school closures, the R.E. curriculum will continue to be delivered through our remote learning platform (Google Classroom).

Lessons will be scheduled to take place for the same amount of time as in school teaching, using the same topics and syllabus.

Teachers will deliver part of this provision through a 'live' session with pupils in attendance remotely.

Work will be set in the form of assignments, and these will receive feedback from the teacher.

## Assessment

Religious Education is planned and assessed using the statements, provided by the Diocese of Rochester, based on the unit of work. Teachers use their professional judgement based on recorded work, pupil voice and other evidence to decide whether pupils have achieved greater depth, expected or emerging. Summative data is then inputted into Arbor three times a year. We report to parents about their child's progress and achievement in Religious Education at the end of the summer term in their written report. Teachers formatively assess pupils following every lesson and provide appropriate next steps based to support their learning and progress. Pupils respond to these steps at the beginning of the following lesson, in line with our Marking and Feedback Policy.

