



# Tockwith

## CHURCH OF ENGLAND PRIMARY ACADEMY

Policy Number

# Religious Education Policy

**Approved by:**

Local Governing Body

**Date:** 24 February 2026

**Last reviewed on:**

January 2026

**Next review due by:**

January 2029

## 1. Introduction

At Tockwith Church of England Primary Academy, Religious Education (RE) is a central part of our school's identity and purpose. As a Church of England academy, we believe that every child is a unique creation of God, loved unconditionally and called to live "life in all its fullness" (John 10:10). RE at our school aims to open windows of discovery that enable all pupils to grow spiritually, morally, socially, culturally and intellectually.

We provide a broad, balanced and inclusive RE curriculum that reflects our Christian foundation and our context within a diverse, modern society. Through RE, pupils encounter the richness of Christian belief and practice, explore other world faiths and non-religious worldviews, and develop the skills and attitudes needed to engage respectfully and thoughtfully with the beliefs of others.

Our RE curriculum is designed to promote curiosity, deep thinking, and reflection about life's ultimate questions. It provides opportunities for pupils to explore belief, meaning, and purpose in the world around them, nurturing their understanding of faith and identity. RE at Tockwith is not about indoctrination or conversion—it is about education, exploration and understanding.

## 2. Vision and Purpose

Our vision for RE flows directly from our school's Christian vision (John 10:10) and from the Church of England's vision for education: "*Deeply Christian, Serving the Common Good.*"

Through Religious Education, we seek to enable all children to:

- To flourish spiritually and academically, developing knowledge and understanding of Christianity and other world faiths.
- To explore life's big questions about meaning, purpose, and truth.
- To understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To appreciate diversity, continuity and change within the religions and worldviews being studied.
- 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 of living, believing and thinking.
- To allow children to live life in all its fullness.

- To develop respect and empathy for others, recognising the dignity of every person.
- To grow in faith, hope and love, reflecting the example of Jesus in how they live and learn together.

This vision underpins all aspects of our RE curriculum and provision.

### **3. Legal Framework**

Religious Education has equal standing with the core subjects of the National Curriculum and is compulsory for all pupils (Education Act 1988).

As a Church of England Academy within the Hope Sentamu Learning Trust, Tockwith CE Primary Academy delivers RE in line with:

- The North Yorkshire Agreed Syllabus for RE;
- The Church of England Statement of Entitlement for Religious Education (2023); and
- Supplementary use of Understanding Christianity and NATRE resources to ensure theological depth, inclusivity, and coherence.

In accordance with the school's Trust Deed and funding agreement, RE must reflect the fact that the religious traditions in Great Britain are mainly Christian, while taking account of the teaching and practices of the other principal religions and worldviews represented in the country.

### **4. Aims of Religious Education**

Our aims are to enable pupils to:

1. Acquire and develop knowledge and understanding of Christianity and the other major world religions represented in Great Britain, alongside non-religious worldviews.
2. Understand the influence of belief on individuals, families, communities, and cultures.
3. Engage with fundamental questions of life and consider their own beliefs, values, and experiences in relation to them.
4. Appreciate the ways in which faith can be expressed, for example through worship, celebration, symbolism, and service.
5. Develop spiritually, morally, socially and culturally, reflecting on how people make sense of their lives.
6. Foster attitudes of respect, open-mindedness, and curiosity about faiths and beliefs.
7. Develop key skills including enquiry, analysis, interpretation, reflection, and evaluation.

These aims are fully in line with the Church of England Statement of Entitlement and NATRE's expectations for high-quality RE.

## **5. Curriculum Intent, Implementation and Impact**

### Intent

The RE curriculum at Tockwith CE Primary Academy is designed to:

- Provide a coherent, progressive learning journey from EYFS to Year 6;
- Reflect our Christian ethos while embracing diversity and inclusion;
- Enable pupils to think theologically, philosophically, and ethically;
- Encourage pupils to make informed and balanced responses to religious and moral issues; and
- Equip pupils with a secure knowledge base and respectful understanding of faith and belief.

### Implementation

- We follow the North Yorkshire Agreed Syllabus (Harmony & Diversity), enriched by Understanding Christianity and NATRE materials.
- The Understanding Christianity resource provides a clear, structured approach to Christian theology, encouraging pupils to "make sense of the text," "understand the impact," and "make connections" to their own lives and the wider world.
- NATRE schemes and enquiry-based units support the study of other world faiths and non-religious worldviews, ensuring consistency and rigour in planning and assessment.
- Learning is framed around "Big Questions" that promote enquiry and reflection.

### Impact

We expect pupils to:

- Demonstrate secure knowledge and understanding of Christianity and other worldviews.
- Reflect thoughtfully and respectfully on their own ideas about belief, truth, and morality.
- Show empathy, respect, and understanding for others.
- Make considered, informed responses to questions of faith and meaning.

Progress is evident through verbal responses, written work, pupil reflection, and creative outcomes.

## 6. Curriculum Structure

### Curriculum Coverage

- **EYFS:** Understanding the World – exploring special people, stories, and celebrations.
- **KS1:** Christianity and Judaism, with introduction to Islam.
- **KS2:** Christianity, Islam, Hinduism, and Humanism.

### Curriculum Time

- EYFS: through planned learning within the EYFS Framework.
- KS1: minimum 36 hours per year (approx. 1 hour/week).
- KS2: minimum 45 hours per year (approx. 1 hour 15 mins/week).

RE is taught weekly and may be complemented by RE Days and cross-curricular experiences.

## 7. Teaching and Learning

We employ a wide range of strategies to make RE engaging, inclusive, and challenging:

- Enquiry-based and discussion-led lessons.
- Use of story, drama, art, music, and reflection.
- Philosophy for Children (P4C) and “What if?” questioning.
- Use of digital technology, artefacts, and high-quality texts.
- Involvement of visitors and visits to places of worship.
- Cross-curricular links with PSHE, History, Art, and English.

Lessons are inclusive and sensitive to pupils’ backgrounds, promoting an atmosphere of respect and openness.

## 8. Visits and Visitors

Faith encounters deepen understanding and promote respect.

Pupils experience:

- Visits to Tockwith Church, York Minster, mosques, synagogues, and other faith centres.
- Visits from local clergy, faith leaders, and members of the community.

- Participation in Experience Church, Experience Easter, and similar diocesan events.

All visits and visitors follow safeguarding and inclusion guidelines.

## **9. Assessment, Recording, and Reporting**

- Assessment is based on the North Yorkshire Agreed Syllabus and Understanding Christianity outcomes.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.
- Teachers use NATRE progression ladders to track and moderate attainment.
- Evidence includes written work, pupil voice, art, discussion, and reflection.
- Teachers make termly assessments and report annually to parents.
- Exemplars of pupil work support consistency and standardisation.
- Newsletter to be produced by GS Crew and subject lead.

The RE Subject Leader monitors assessment to ensure progression and informs future planning.

## **10. Inclusion and Differentiation**

All pupils have the right to access high-quality RE.

- Lessons are differentiated to support and challenge all learners, including those with SEND or EAL.
- Teaching is sensitive to pupils' faith backgrounds and experiences.
- Every pupil's contribution is valued.

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## **11. Leadership, Monitoring, and Professional Development Role of the RE subject leader**

The subject leader will:

- 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. Diocese of York September 2019
- 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.
- Work closely with the GS crew to ensure pupil voice is heard and effective feedback is given to parents.
- Contributes to SIAMS self-evaluation and reports termly to the governing body.
- Provide staff with Access to NATRE training and CPD opportunities and feedback any NATRE training they have attended to staff via staff meetings.

All staff are encouraged to access diocesan and NATRE CPD opportunities.

## **12. Resources**

RE resources include:

- Understanding Christianity teaching materials.
- NATRE membership for access to planning, assessment, and exemplars.
- Faith boxes, artefacts, storybooks, and digital media.
- A range of texts representing diverse voices and experiences.

Resources are audited annually by the RE Subject Leader.

### **13. Withdrawal from RE**

Parents have the legal right to withdraw their child from RE, in part or in full (Education Act 1996, s71).

However, as RE is a vital and distinctive element of our school's vision and ethos, we encourage parents to discuss any concerns with the Headteacher before making a decision.

Alternative, supervised learning will be provided for withdrawn pupils.

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### **14. Monitoring and Review**

This policy will be reviewed every three years, or earlier if required, by the RE Subject Leader, Headteacher, and Governing Body.

Monitoring will include:

- Lesson observations and book scrutiny.
- Review of planning and assessment.
- Pupil and staff voice.
- Analysis of RE outcomes and SIAMS self-evaluation evidence.

Findings will inform the school's RE development plan and continuous improvement.