



RELIGIOUS EDUCATION POLICY

Reviewed: January 2026

Next Review: January 2029



1. AIMS

RE at Tedder County Primary 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 practises of the other Worldviews and Religions represented in Great Britain to ensure breadth and depth of learning
- ❑ The RE which is provided shall be in accordance with the locally Agreed Syllabus for Lincolnshire LEA (published 2025)

Within the framework of the law and the Agreed Syllabus, our aims in RE are:

- ❑ To enable each child to explore our shared human experience and the questions of meaning and purpose which arrive from our experiences
- ❑ To enable pupils to know about and to understand the beliefs and practices of some of the Worldviews and Religions of the world, particularly those represented in Lincolnshire and the U.K. Among these religions, Christianity has a particular place, and is taught in each year of the primary phase.
- ❑ To promote respect, sensitivity and mutual awareness by teaching about Worldviews and Religions represented in the region and the country
- ❑ To affirm each child in his/her own family tradition religious or secular
- ❑ To provide children with opportunities for spiritual, moral, social and cultural development
- ❑ To develop the ability of pupils to think about, and develop for themselves, beliefs and values by which they can live through studying concepts like celebration, belonging, identity and community, beliefs, influences and values, expression, experience and the sacred and truth, interpretation and meaning through exploring the fundamental questions of life.
- ❑ British Values – specific mention here.

2. CONTEXT

The context of RE at Tedder is that of a small rural primary school, serving children in the 4-11 age range, from predominately service personnel, including US Nationals. We work to the Lincolnshire Agreed Syllabus.

We recognise the different backgrounds, religious and non-religious from which our pupils come. We intend to be sensitive to the home background of each child. We are pleased to have the support of the Station Padre.



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.

3. TIME ALLOCATION

Lincolnshire Locally Agreed Syllabus for RE is statutory for all pupils. The time allocated at Tedder for RE will be 1hr per week for Key Stage 2 and 45 minutes for Key Stage 1 and may sometimes be linked with PSHE themes. This is in line with recommendations in the Lincolnshire Agreed Syllabus. RE curriculum time does not include assembly or collective worship, even where the assembly provides a starting point for curricular work.

4. TEACHING AND LEARNING STYLES

At Tedder School we aim to use cross curricular work in line with our school policy on teaching and learning, encouraging the use in RE of art, drama, talking activities, visits, posters, photos, videos, display work and other active learning strategies. We recognise the importance of teaching to the attainment targets of the Agreed Syllabus in a balanced way.

We use Jigsaw RE to support our RE planning and all lessons are in line with the Lincolnshire Locally Agreed Syllabus. The long term curriculum overview ensures all compulsory units and additional units are covered. These are taught in a 2-year cycle for KS1 and for KS2. Each child will learn about Christianity and Islam as well as other religions such as Buddhism, Hinduism and Judaism throughout their time at school.

5. RESOURCES

Boxes containing artefacts and resources relating to different religions and Worldviews are stored in the main resource room.

6. VISITS OF PLACES OF WORSHIP

We are able to visit different Christian churches in the immediate vicinity of the school, where clergy and other members of the community are willing to meet with children and be involved in RE. We shall aim to use this as a valuable resource for all classes.

7. MATCHING WORK TO PUPILS NEEDS

Whole school policy with regards to special needs and differentiation 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 may not relate to their general educational 'ability'.

8. ASSESSMENT



1. 8.1 Teachers assess children's work in RE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work is a standalone assessment activity where teachers make a judgement assessing if the children are able to express and show their understanding, make links and have developed a secure knowledge which is linked to the Lincolnshire Agreed Syllabus. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

8.2. There are examples of children's answers, which have been designed to help teachers make judgements about attainment and progress. These can be found within the unit of work on Jigsaw RE.

9. MONITORING, EVALUATION AND REVIEW

The monitoring of the standards of children's work and of the quality of teaching in RE is the responsibility of the RE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The RE subject leader reviews RE provision and assessment and annually records strengths and weaknesses and provides an action plan for development. The RE subject leader has specially-allocated, regular management time where possible in order to review evidence of the children's work and undertake lesson observations of RE teaching across the school.

10. WITHDRAWAL

We note the rights 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. Please refer to the co-ordinator or head teacher any questions from parents about withdrawals. There are no pupils withdrawn from RE at present.