Hillesley
PRIMARY SCHOOL

Our vision, which is underpinned by our School's Christian values, is to provide a welcoming, nurturing environment for learning at the heart of our community. Together, we provide a solid foundation of growth, appreciating each child with their God-given uniqueness and individual needs, thus empowering them to become responsible and fulfilled members of society

RE Policy

Equalities Impact Assessment (EIA)
This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

Author	Mrs L Chandler	**Date reviewed**	September 2026
Position	Headteacher	**Date ratified**	
Document status		**Next review date**	September 2030
EIA approved by	FGB	**Reviewing committee**	Ethos & Wellbeing

EIA = due consideration of potential adverse impacts on the following groups: age; disability; gender and gender reassignment; marriage and civil partnership; pregnancy and maternity; racial groups; religion or belief; sexual orientation.

POLICIES FOR CROSS REFERENCE – SPIRITUAL AND MORAL DEVELOPMENT, COLLECTIVE WORSHIP, PSHE

Legal requirements and time allocation for RE

Hillesley CE VA Primary School is required to provide religious education (RE) for all pupils in accordance with the legal requirements for RE. RE is a statutory part of the curriculum and is taught to pupils at every key stage. At Hillesley, RE is taught in accordance with the Gloucestershire Agreed Syllabus for Religious Education (2025–2030), reflecting its Religion and Worldviews approach and taking account of Christianity alongside a range of other religious and non-religious worldviews.

As a Church of England Voluntary Aided school, the Governing Body has responsibility for determining the nature of the RE provided at the school, following consultation with the Headteacher. The Governors have accepted the advice of the Diocesan Education team that RE at Hillesley will be based on the current Gloucestershire Agreed Syllabus and any subsequent revisions. The school supports the teaching of Christianity within the Gloucestershire syllabus through the use of Understanding Christianity planning and support materials where appropriate.

The time allocated for RE is 36 hours per year at Key Stage 1 and 45 hours per year at Key Stage 2, in line with the Gloucestershire Agreed Syllabus 2025–2030. This may be organised through weekly lessons, blocked units, themed weeks or a combination of approaches, according to pupils' needs, the curriculum sequence and the intended learning outcomes. In Reception, opportunities for RE are provided through regular sessions and appropriate continuous provision. This time does not include Collective Worship which is distinct from RE and does not form part of curriculum time.

Rationale

RE is an important part of the curriculum at Hillesley. It enables pupils to develop knowledge and understanding of Christianity and a range of religious and non-religious worldviews, while exploring how these influence the lives, beliefs, values and actions of individuals and communities. Through thoughtful enquiry, discussion and reflection, pupils develop religious literacy, learn to recognise and respect diversity, and have opportunities to consider their own developing understanding of the world. RE contributes to pupils' personal development by helping them engage thoughtfully with questions of meaning, purpose, belief, identity and values, preparing them to participate respectfully and responsibly in a diverse society.

Aims

Through RE, in line with our vision, Christian values and with the key documents (e.g. Church of England's Vision for Education, Valuing all God's Children) which are central to the ethos of our school, Hillesley aims to enable pupils to:

- develop knowledge and understanding of Christianity and a range of religious and non-religious worldviews;
- understand how religious and non-religious worldviews influence people's lives, beliefs, values and actions;
- engage thoughtfully and respectfully with religious and non-religious worldviews through enquiry, interpretation, discussion and consideration of different perspectives;
- develop their ability to use appropriate religious and worldview vocabulary;
- recognise and respect diversity within and between religious and non-religious worldviews;
- reflect on their own developing beliefs, values and understanding of the world;
- develop the knowledge, understanding and skills needed to participate respectfully and thoughtfully in a diverse society.

Content and approach

The new Gloucestershire syllabus adopts a Religion and Worldviews approach and has three central aims for pupils:

1. **Understand how religious and non-religious worldviews influence people's lives.** Children explore how beliefs and worldviews shape the way people think, live and act, including their own understanding of the world.

2. **Engage with religious and non-religious worldviews in thoughtful and scholarly ways.** Pupils learn through enquiry, interpretation, discussion and consideration of different perspectives.

3. Understand themselves and others, and their personal worldviews better. RE helps pupils reflect on their own beliefs, values and ways of understanding the world.

Pupils will encounter and study the following religious and non-religious worldviews:

EYFS (Reception) Children will encounter Christian worldviews and other religious and non-religious worldviews, as part of their growing sense of self, their own community and their place within it

5 – 7s (Key Stage 1) Christians, Hindus, Jews, Muslims

7 – 11s (Key Stage 2 Christians, Hindus, Muslims, Jews and non-religious worldviews, such as those of Humanists

Hillesley School uses a rolling programme which reflects the Gloucestershire Agreed Syllabus, with a two-year programme for EYFS/KS1 and a four-year programme for KS2. At

both Key Stages teachers will devote a majority of RE teaching time to content relating to Christianity. The units of study and the end of phase outcomes are contained in the Gloucestershire Agreed Syllabus for RE 2025 - 2030 which forms the basis for the Schemes of Work. These may be updated with any Agreed Syllabus revisions as they fall due. For units of study based on Christian teaching, teachers may use the 'Understanding Christianity' planning and support materials.

Methodology

RE is about exploring religious and non-religious worldviews and the ways in which they influence people's beliefs, values, practices and responses to the world around them. Within the context of the Christian values of the school, children will learn of the links between RE and the challenges they may face in their own lives. Hillesley School recognises that a wide range of teaching and learning activities will support our vision to provide each child with a solid foundation of growth, including the use of drama, story, and art, supported by visits to and from local churches, and members of other faith communities where appropriate. The school recognises the value of children watching and/or participating in religious services outside of school as a way for them to understand how a life of faith may be observed. Working together with the local church, we may also arrange multi-sensory 'experience' events to explore aspects of the Christian faith in greater depth and detail e.g. Easter, Pentecost.

Assessment

Formative assessment is an integral part of teaching and learning in RE. Teachers will listen to, observe and assess what pupils say and do during lessons, using questioning, discussion, retrieval activities and checks for misconceptions to identify understanding and inform responsive teaching. This will enable teachers to provide timely verbal feedback to whole classes, groups and individuals, alongside written feedback where appropriate. Learning Journeys will be used to record formative assessments, capturing key observations and evidence of pupils' developing knowledge and understanding. Teachers will use this ongoing assessment to adapt planning, address misconceptions and ensure that teaching responds effectively to pupils' needs, without creating unnecessary workload or requiring evidence of every aspect of attainment.

Summative assessment in RE will be meaningful, manageable and consistent with the approach used in other foundation subjects across the school. At the end of each unit of work, approximately four to six times per year, teachers will use their professional judgement to assess each pupil's progress against the intended learning outcomes, recording whether they are working at the **expected standard, emerging or exceeding**. This judgement will be informed by samples of pupils' work, knowledge retrieval activities, classroom discussions and the teacher's ongoing observations of learning. Summative assessments will be recorded using the school's tracking system, enabling teachers and the RE subject leader to monitor progress over time and identify patterns of attainment across

different groups of pupils. The subject leader will use this information, alongside work scrutiny, pupil discussions and moderation activities, to develop a clear understanding of pupils' learning and progression in RE. Summative assessment will complement, rather than replace, formative assessment, with the primary focus remaining on effective teaching, meaningful feedback and pupils' developing knowledge and understanding. Teachers will recognise that progress may vary between units, particularly when pupils encounter unfamiliar religious or non-religious worldviews, vocabulary or concepts, and will use their professional judgement to assess achievement in relation to the specific learning expected in each unit. Assessment will remain proportionate to the time allocated to RE and will support high-quality teaching and learning without creating unnecessary workload.

Equal Opportunities

Where possible, study units may be taught within other curriculum topics. However, in most cases RE is taught as a separate subject in order to preserve the legal rights of parents to withdraw their children from RE. Any parent considering a withdrawal should discuss appropriate arrangements with the Headteacher. Alternative arrangements will be made to ensure the welfare of these children during the time when RE is taught and study will focus on an appropriate area within our PSHE curriculum.

Pupils with SEND will be fully included in RE through appropriate adaptive teaching, scaffolding, accessible resources and adjustments to learning activities where required. Teachers will consider individual pupil profiles, identified barriers to learning and pupils' communication, sensory, cognitive and emotional needs when planning and delivering RE. All pupils will be supported to engage meaningfully with the curriculum and to demonstrate their understanding in appropriate ways.

Monitoring and Evaluation

As a Voluntary Aided Church school, RE provision will be monitored by school leaders, the RE subject leader and Governors to ensure that pupils receive high-quality RE which reflects the Gloucestershire Agreed Syllabus and contributes to the distinctive Christian character and vision of the school.

Monitoring will include consideration of planning, pupils' work, Learning Journeys, assessment information, pupil voice, lesson visits and discussions with staff and pupils. The RE subject leader will use this information to evaluate the quality and impact of RE, identify areas for development and support staff in maintaining appropriate progression across the school.

As a Church of England school, Hillesley is subject to Statutory Inspection of Anglican and Methodist Schools (SIAMS). SIAMS considers the impact of the school's Christian vision, including the quality and effectiveness of RE, collective worship and the wider education provided by the school. The current SIAMS framework focuses on evidence of impact and

whether the school is living up to its foundation as a Church school, rather than awarding a traditional inspection grade.

The school will maintain appropriate evidence of the impact of its RE provision as part of its ongoing self-evaluation and preparation for SIAMS. The last SIAMS inspection took place in May 2019.

Reference

Gloucestershire Agreed Syllabus for Religious Education 2025 – 2030
Statutory Inspection of Anglican and Methodist Schools (SIAMS): An Evaluation Schedule for Schools and Inspectors
Religious Education in Church of England Schools: A Statement of Entitlement
Church of England Vision for Education: Deeply Christian, Serving the Common Good
Mental Health and Wellbeing: Towards a Whole School Approach
Valuing All God's Children
Diocese of Gloucester – LIFE vision https://www.gloucester.anglican.org/about-us/our-vision/
SACRE Agreed Syllabus
Understanding Christianity