

Hopton C of E Primary Academy



Religious Education Policy

Date Written: June 2026

Date of Review: June 2028

Adopted by: LAC

Chair of Governors: Sarah Almond and Peter Cox

Head of School: Jo Whiting

Rationale

This policy has been created by senior staff and governors to ensure consistency and progression in the school's approach to Religious Education. Hopton C of E provides RE in accordance with the terms of our funding agreement with the Secretary of State. The Church of England's Statement of Entitlement for Religious Education (February 2019), underpins our provision and informs this policy. We follow the locally agreed syllabus for Suffolk (updated 2023).

Our Vision & Values

At Hopton Church of England Primary Academy, our spiritual development is important to us. Psalm 1 has been chosen as the key theological underpinning verse for the school:

'He is like a tree planted by streams of water, yielding its fruit in season whose leaf does not wither and who prospers in all he does.'

Hopton Church of England Academy is a Christian School where we grow together through being;

ROOTED in relationship,

FLOURISHING in character and

CONNECTING in community

1. Legal Requirements, Provision and Aims

All schools and academies in England are legally required to provide Religious Education (RE) to all pupils. The National Curriculum states that every state-funded school must offer a curriculum which is broad and balanced, and which promotes the spiritual, moral, cultural, mental and physical development of pupils, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. All schools must publish their curriculum by subject and academic year online.

Our school is a Church of England **Academy**. RE must be provided under the terms of our Funding Agreement with the Secretary of State. We are informed by the National Society for Education's [Statement of Entitlement for Religious Education](#) and adopt (state the syllabus that you follow).

In a Church of England Academy the requirements for RE are specified in the funding agreement for that academy. For a VA school that converts to academy status the model funding agreement specifies that an academy with a particular religious designation must provide RE in accordance with the tenets of the particular faith specified in the designation.

RE in all Church of England schools is seen as having equal standing with the core subjects. In this school, we provide a rich and varied RE curriculum, enabling learners to acquire both a thorough knowledge and understanding of the Christian faith, and other faiths and worldviews.

The primary aim of the subject may be described as promoting religious literacy. The broad aims of RE are set out in the Church of England's [Statement of Entitlement](#).

2. Leadership and Management

RE in all church schools should be well-led and managed. Positive support from senior management and governance are expected and key to achieving excellence in the subject. Continuity in leadership helps ensure ongoing progress.

In this school, we:

- **Have an RE subject leader. The subject leader develops the subject, supports and mentors staff, and monitors pupil progress and perceptions.**
- **Have a governor for RE who supports the subject leader(s) and monitors the subject.**
- **Offer our subject leader appropriate training, support and a good level of resourcing to do their job.**
- **Discuss progress in RE at least annually at staff / governing body meetings.**

3. Continuous Professional Development

Teachers are entitled to professional support and development in their careers. In church schools, priority should be given to staff to develop their expertise and qualifications in RE, so pupils receive high quality experiences.

In this school, we:

- **Offer staff appropriate and ongoing professional development in RE**
- **Ensure that where a teaching assistant (TA) is used to cover RE, this is part of a rotation of subjects to ensure professional development for both teacher and TA.**

4. The Curriculum

RE in Church schools should contribute to the school's Christian character and teaching about Christianity, rooted in the person and work of Jesus Christ. However, as inclusive communities, church schools encourage learning about and fostering respect for different world views. All children are entitled to a broad and balanced curriculum and steps should be taken to ensure a range of teaching styles, groupings, and resources to allow all children to make progress in RE. All schools enrich

their RE curriculum with creative and varied teaching methods and a range of visits and visitors and aim to build a good bank of resources.

The Emmanuel Project, a scheme of work for EYFS to Y6, follows an enquiry-based approach looking at the key beliefs and concepts for seven different worldviews. The scheme closely matches the Suffolk Agreed Syllabus.

5. Assessment

Assessment in RE is an important tool by which teachers know that children are making good progress, and which enables them to plan future work. Assessment is based on pupils' depth of knowledge, skills and understanding related to the key questions addressed in the curriculum. Standards in RE should be equal to, or exceed, those of other curriculum subjects.

The Emmanuel Project offers a range of tasks to ensure teachers can assess their pupils as they move through the unit. It also offers end-of-unit tasks, linked to the unit's key question, to provide summative assessment.

In this school, we:

- **Ensure assessment tasks offer proper levels of challenge and assess children's knowledge, skills and understanding in RE, rather than more general literacy skills.**
- **Ensure assessments are carried out by class teachers.**
- **Encourage pupils to use self-assessment to develop their own sense of progress and to evaluate their own knowledge and understanding.**

6. Monitoring, Progress and Standards

Subject leaders in all schools are responsible, alongside the Head of School and Local Academy Committee for monitoring and evaluating the provision and standards in their subject area.

In this school:

- **The Headteacher enables the subject leader to monitor provisions and standards in RE on a regular cycle.**
- **The subject leader monitors provision and standards in RE through observation, looking at work, talking to children and reviewing the curriculum regularly.**
- **The subject leader reports annually to the governing body on progress and standards in RE and contributes to the school's self-evaluation.**
- **A member of the governing body assists in monitoring and evaluating the subject**

The content, teaching, learning and attainment of RE in a church school are inspected as part of the [SIAMS framework](#). In all church schools, the effectiveness of the RE curriculum is explored within Inspection Question 6. In VA schools, former VA schools and former VC schools where denominational RE is taught, Inspection Question 7 explores the quality of RE.

7. Right to Withdraw

In all schools, parents have the [legal right to withdraw their child from RE](#), either wholly or partially. They do not need to provide a reason for the request. The right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. If a parent asks that a pupil is withdrawn, then the school will grant the request without delay and alternative arrangements would be made. Schools have a duty to supervise a withdrawn pupil, though not to provide additional teaching or to incur extra cost. Parents may arrange alternative religious education for the pupil. If this happens, this must not disrupt the rest of the pupil's education or incur any extra cost for the school. Although parents have the legal right to withdraw their child from the RE curriculum, pupils may encounter learning about religious and non-religious worldviews in other curriculum areas from which a parent cannot withdraw their child. As

such, the right to be withdrawn from RE does not extend to other areas of the curriculum where spontaneous questions may arise about religious matters.

If applicable to your school, you should also include that students over the age of 18 have the right to withdraw themselves from RE.

In this school, we will:

- **Clarify for parent the educational nature and aims of RE.**
- **Provide supervision for a withdrawn child remaining on the premises, but not additional teaching or materials which incur cost.**

8. Links with the Diocese, Cathedral and Parish Church

All schools are part of a Church of England parish, and all children have the opportunity to visit the parish church as part of their RE. In Church of England schools, this entitlement should be broadened to include an interactive relationship with the local church, an opportunity to visit the Cathedral in Bury St Edmunds and an awareness of Diocesan events.

This policy will be reviewed every three years.

EYFS LTP

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question 1 – What does the word ‘God’ mean?	Big Question 2 – Why are some people revered?	Big Question 3 – Is it always easy to help someone?	Big Question 4 - Does everyone need some help?	Big Question 5 –Is every one of us special?	Big Question 6 – What is really important to do?
Christian Creation Why is the word ‘God’ so important to Christians?	Christian Incarnation Why do Christians perform nativity plays at Christmas?	Christian Salvation How can we help others when they need it?	Christian Salvation Why do Christians put a cross in an Easter garden?	Christian Incarnation What makes every single person unique and precious?	Christian Creation How can we care for our wonderful world?
And encounter a...	And encounter a...	And encounter a...	And encounter a...	And encounter a...	And encounter a...
Muslim Birth Rite Why do Muslims want to whisper ‘Allah’ in a baby’s ear?	A Muslim Story For example: Why did Prophet Muhammad rescue some ants?	A Sikh Story For example: Guru Nanak and the Boulder	A Buddhist Story For example: What do Buddhists learn from the Monkey King?	A Hindu Festival For example: Raksha Bandhan - How do Hindu brothers and sisters show love?	A Jewish Festival For example: Tu B'Shevat - Why do Jewish children help plant trees?

Why is the word GOD so important to Christians?

Key Texts:

- Each very colourful Creation by Tim Bartholomew
- Adam made Everything by Dan Shitka

Christian worship from around the world:

- First from Africa
- Creation Song by Simeon Ben (Eritrean)
- Rise Higher Praise by Simeon Ben (Eritrean)
- My God is in My Hands (Eritrean)
- Great My God by Simeon Ben (Eritrean)
- My Father of God by Simeon Ben (Eritrean)

Art:

By the end of this unit:

Children will understand that God is important to Christians. See KNOWLEDGE ORGANISER and ASSIGNMENT GRID.

Getting ready to teach:

Prepare 3 special boxes full of items. See resources for more information.

Why do Christians do nativity plays at CHRISTMAS?

Key Texts:

- A very noisy Christmas by Tim Bartholomew
- The Children of God (Eritrean)
- The Children of God (Eritrean)

Christian worship from around the world:

- First from Africa
- Creation Song by Simeon Ben (Eritrean)
- Rise Higher Praise by Simeon Ben (Eritrean)
- My God is in My Hands (Eritrean)
- Great My God by Simeon Ben (Eritrean)
- My Father of God by Simeon Ben (Eritrean)

Art:

By the end of this unit:

Children will understand that Christians (like T.J.) believe that Jesus was a very special baby. See KNOWLEDGE ORGANISER and ASSIGNMENT GRID.

Getting ready to teach:

Prepare 3 special boxes full of items. See resources for more information.

How can we help others when they need it?

Key Texts:

- The Children of God (Eritrean)
- The Children of God (Eritrean)
- The Children of God (Eritrean)

Christian worship from around the world:

- First from Africa
- Creation Song by Simeon Ben (Eritrean)
- Rise Higher Praise by Simeon Ben (Eritrean)
- My God is in My Hands (Eritrean)
- Great My God by Simeon Ben (Eritrean)
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Getting ready to teach:

Prepare 3 special boxes full of items. See resources for more information.

Why do Christians put a cross in an Easter garden?

Key Texts:

- A very happy Easter by Tim Bartholomew
- The Children of God (Eritrean)
- The Children of God (Eritrean)

Christian worship from around the world:

- First from Africa
- Creation Song by Simeon Ben (Eritrean)
- Rise Higher Praise by Simeon Ben (Eritrean)
- My God is in My Hands (Eritrean)
- Great My God by Simeon Ben (Eritrean)
- My Father of God by Simeon Ben (Eritrean)

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Children will understand that Christians (like T.J.) believe that Jesus was a very special baby. See KNOWLEDGE ORGANISER and ASSIGNMENT GRID.

Getting ready to teach:

Prepare 3 special boxes full of items. See resources for more information.

What makes every single person unique and precious?

Key Texts:

- A very happy Easter by Tim Bartholomew
- The Children of God (Eritrean)
- The Children of God (Eritrean)

Christian worship from around the world:

- First from Africa
- Creation Song by Simeon Ben (Eritrean)
- Rise Higher Praise by Simeon Ben (Eritrean)
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Art:

By the end of this unit:

Children will understand that Christians (like T.J.) believe that Jesus was a very special baby. See KNOWLEDGE ORGANISER and ASSIGNMENT GRID.

Getting ready to teach:

Prepare 3 special boxes full of items. See resources for more information.

How can we care for our wonderful world?

Key Texts:

- A very happy Easter by Tim Bartholomew
- The Children of God (Eritrean)
- The Children of God (Eritrean)

Christian worship from around the world:

- First from Africa
- Creation Song by Simeon Ben (Eritrean)
- Rise Higher Praise by Simeon Ben (Eritrean)
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Art:

By the end of this unit:

Children will understand that Christians (like T.J.) believe that Jesus was a very special baby. See KNOWLEDGE ORGANISER and ASSIGNMENT GRID.

Getting ready to teach:

Prepare 3 special boxes full of items. See resources for more information.

Long-term plan for Church schools: KS1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR 1 OR A
Big Question 1 - Is it important to belong?		Big Question 2 – Why do people celebrate?		Big Question 3 – Should everyone learn to pray?		
Christian Church Why is belonging to God and the church family important to Christians?	Jewish mitzvot Why is learning to do good deeds so important to Jewish people?	Hindu devotion How does a Hindu celebrate devotion to a deity at the festival of Holi?	Christian salvation and resurrection What are the best symbols of Jesus' death & resurrection at Easter?	Jewish devotion, creation and tefillah Why do Jewish families say so many prayers and blessings?	Christian devotion and worship Why do Christians pray to God and worship him?	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	YEAR 2 OR B
Big Question 4: What do people believe is important?		Big Question 5: Who is it right to follow?		Big Question 6: Can books and stories be good teachers?		
Jewish salvation and teshuvah Why do Jewish families talk about repentance at New Year?	Christian salvation and Saviour Why was Jesus given the name 'Saviour'?	Muslim compassion How do some Muslims show Allah is compassionate and merciful?	Christian incarnation and trust Why do Christians trust Jesus and follow him?	Jewish Torah Why is the Torah such a joy for the Jewish community?	Christian incarnation and parable What did Jesus teach about God in his parables?	

RE Long-term plan for Church schools: LKS2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Big Question 1 – Do beliefs make any difference to someone's life?			Big Question 2 - What beliefs drive people to make a difference in the world?			YEAR
Christian salvation, reconciliation How do Christians show that reconciliation with God and others is important?	Muslim devotion, submission How does a Muslim show their submission and obedience to Allah?	Hindu karma Why do Hindus want to collect good karma?	Christian incarnation, kingdom of God What do Christians mean when they talk about the Kingdom of God?	Humanist morality Why do Humanists use the golden rule as a basis for morality?	Christian sacrifice Is the cross a symbol of love, sacrifice or commitment for Christians?	3 OR A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Big Question 3 - What makes some people an inspiration to others?			Big Question 4 - What beliefs bind a community together?			YEAR
Christian salvation How does believing Jesus is their saviour inspire Christians to save and serve others?	Muslim prophet Why do Muslims call Muhammad the 'seal of the prophets'?	Hindu dharma How does the story of Rama and Sita inspire Hindus to follow their dharma?	Christian body of Christ Why do Christians call themselves the 'body of Christ'?	Christian mission Why do Christians believe they are people on a mission?	Sikh equality How do Sikhs put their beliefs about equality into practice?	4 OR B

RE Long-term plan for Church schools: UKS2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Big Question 5– Where do people look for answers to life and living?			Big Question 6 – Are some things more sacred than others?			YEAR
Christian salvation and Gospel Why is the gospel such good news for Christians?	Muslim devotion and revelation What does the Qur'an reveal about Allah and his guidance?	Hindu moksha What spiritual pathways to Moksha are written about in Hindu scriptures?	Christian pilgrim Why do Christians think being a pilgrim is a good analogy for life itself?	Christian salvation and Eucharist What is the great significance of the Eucharist for Christians?	Buddhist enlightenment How did Buddha teach his followers to find enlightenment?	5 OR A
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Big Question 7 – Why are there so many different ideas about God?			Big Question 8 - What are the best ways to think about death and dying?			YEAR
Christian incarnation How do Christians show their belief that Jesus is God incarnate?	Muslim tawhid How does tawhid create a sense of belonging to the Muslim community?	Hindu Brahman How do questions about Brahman and atman influence the way a Hindu lives?	Christian Faith How do the 'Heroes of faith' encourage Christians today?	Christian salvation and resurrection Should believing in the resurrection change how Christians view life and death?	Humanist happiness Why do Humanists say happiness is the goal of life?	6 OR B