



Thrybergh Fullerton Primary School

Religious Education (RE) Policy

1. Introduction

Religious Education (RE) at Thrybergh Fullerton Primary School is a core subject that plays a vital role in the holistic development of every child, reflecting our Christian vision inspired by John 10:10, "Live life in all its fullness." RE contributes profoundly to the spiritual, moral, social, and cultural development of our pupils, nurturing their personal spirituality and respect for others.

2. Legal Context and Curriculum Framework

- RE is a statutory subject in maintained schools and academies, including primary schools, as set out in the Education Reform Act 1988 and subsequent legislation.
- At Thrybergh Fullerton, we follow **Rotherham's locally agreed syllabus for Religious Education**, which reflects the fact that the religious traditions in Great Britain are mainly Christian while taking account of other principal religions represented in the community, in line with statutory requirements and OFSTED guidance.
- To deliver this syllabus effectively, we use the **NATRE Scheme of Work**, which encompasses the nationally recognised **Understanding Christianity** resource. This scheme supports a balanced and comprehensive RE curriculum that promotes deep knowledge and understanding of Christian beliefs alongside other world religions and non-religious worldviews.

3. Aims and Purpose of RE

The fundamental purpose of our RE curriculum is to develop spirituality in children, enabling them to explore and reflect on their own beliefs and those of others. This aligns closely with the Diocese of Sheffield's approach to spirituality, which identifies five key branches:

- Beliefs for life: Reflecting on personal beliefs and perspectives.
- Understanding others: Respecting different faiths, feelings, and values.
- Joy, wonder, and fascination: Experiencing awe and curiosity about the world.
- Imagination and creativity: Encouraging personal expression and creativity.
- Reflectiveness: Developing the ability to contemplate and learn from experiences.



Our RE curriculum supports children in forming their own spiritual identity ("my spirituality") while fostering an appreciation of the diversity of religious and non-religious worldviews.

4. Curriculum and Teaching

- RE is taught for **one hour each week** across all year groups, ensuring consistent and progressive development of knowledge, skills, and spirituality.
- RE is regarded as a **core subject** within our curriculum, emphasising its importance in the holistic education of our children.
- Teaching encourages enquiry, critical thinking, and respectful dialogue about religious beliefs and practises, as well as non-religious worldviews.
- The curriculum content is carefully selected to provide accurate representations of religious traditions and worldviews, enabling pupils to build complex mental models of religion and non-religion that reflect their global and historical diversity, as emphasised in OFSTED research.

5. Spiritual Development

In line with the Diocese of Sheffield policy on spirituality, RE at Fullerton is designed to:

- Foster a secure and hopeful sense of self and identity through exploration of beliefs.
- Promote understanding and respect for others, nurturing a culture of dignity and inclusion.
- Inspire joy, wonder, and fascination through encounters with religious stories, practises, and the natural world.
- Encourage imagination and creativity as part of spiritual expression.
- Develop reflectiveness and contemplation through thoughtful engagement with RE content.

Classrooms provide "spirited spaces" with Christian symbols and materials alongside resources that connect with children's interests to support spiritual engagement.

6. Monitoring and Assessment

- The quality and impact of RE teaching and learning are **monitored regularly** by the RE subject leader and senior leadership team through lesson observations, book scrutinies, pupil voice, and planning reviews.
- Assessment is formative and ongoing, focusing on pupils' understanding, enquiry skills, and spiritual development.
- Feedback from monitoring informs ongoing professional development for staff and curriculum refinement.

7. Inclusion and Parental Rights



- RE at Fullerton is inclusive and accessible to all children, including those with SEND.
- We respect parental rights to withdraw children from RE in accordance with statutory guidance, and this right is clearly identified in the school prospectus.
- We encourage open dialogue with parents about the value of RE in fostering personal development and understanding.

8. Conclusion

Religious Education at Thrybergh Fullerton is a vital part of our school's commitment to nurturing the whole child. Through a rich, engaging curriculum rooted in Rotherham's agreed syllabus, the NATRE Scheme of Work including Understanding Christianity, and the Diocese of Sheffield's spirituality framework, we provide children with the tools to explore life's big questions, develop their own spirituality, and live life in all its fullness.

Sources:

- OFSTED Research Review Series: Religious Education, 2025
- Curriculum and Assessment Review – Building a World-Class Curriculum for All, November 2025
- Diocese of Sheffield: Church Schools and Spirituality, September 2023
- Education Reform Act 1988 and subsequent legislation
- Rotherham Agreed Syllabus for Religious Education
- NATRE Scheme of Work including Understanding Christianity

This policy aligns with the OFSTED 2025 inspection framework and statutory requirements.