



CAISTOR GRAMMAR SCHOOL

RELIGIOUS EDUCATION

POLICY

Approved by Full Board of Trustees:

December 2025

Last reviewed:

November 2025

Signed:

Lucy Jackson

Chair of Trustees

"We seek to open minds to questions of ultimate meaning and purpose. We ensure that all students hear the Christian message and are taught to respect all religions, but we recognise the need for individuals to make their own judgement in matters of belief."

The central and most distinctive element in the curriculum is students' engagement with living world religions so that they both learn about them and from them. RE makes a crucial contribution to the spiritual, moral, social and cultural development of Students.

We adhere to the legal requirements for RE including the 1944 Education Act: RE must be taught and 1988 Education Reform Act: RE must be taught as part of the Basic Curriculum. As an academy, we are not required to follow a Locally Agreed syllabus, however, we deliver a bespoke RE curriculum, that's suits our students, while maintaining some of the elements of the Lincolnshire Agreed syllabus (2025-2030).

At Key Stage 3, all students receive Religious Education according to national guidelines and in Year 10 they start a GCSE examination course, if they choose it as an option, or if they don't, they follow a core RE (non-GCSE) programme, which is delivered termly in a dedicated RE/PD lesson.

Parents are able to exercise their right to withdraw their child from RE lessons, in discussion with the school.

Spiritual Development

During RE lessons students have the opportunity to:

- Explore ultimate questions and to reflect on the different answers that have been given to them
- Reflect on their own values and beliefs
- Appreciate the different beliefs and values which direct individuals' lives and offers guidance, direction and hope to millions of people.

Moral Development

A study of moral beliefs and the behaviour prescribed by a religion needs to be related to its basic religious teachings, e.g. about the nature and will of God. Many stories in religious traditions address moral issues and offer moral messages, but they often convey more than simply moral teachings. Although RE often overlaps with aspects of Personal Development, it goes beyond its boundaries with its own distinctive concepts.

Major contributions are made to students' moral development by:

- Informing them about moral codes and principles of different religions and their views on moral issues.
- Helping them develop their own moral code and viewpoints through engagement in debate.

This continues into KS4 with the GCSE course and core RE (non-GCSE) course) covering two world religions in further depth and by examining a variety of thematic studies.

Social development

RE promotes social development and a sense of responsibility in:

- Conveying and understanding for the need for rules, regulations, rewards and sanctions
- Promoting concern for the weak and vulnerable.
- Addressing issues arising from close relationships with family and friends, for instance, rites of passage.
- Helping to appreciate the value of membership of communities, beyond the extended family, such as communities of religious believers.

Cultural Development

RE is, of its very nature a multi-cultural activity, as it involves looking at a range of beliefs, values and lifestyles from throughout the world. The study of such diversity helps promote:

- An awareness of different cultures, customs, art, architecture, literature, music and dance.
- Contributing to the development of a more harmonious pluralist society by developing attitudes such as tolerance and respect for diversity.

All students are given the opportunity to develop an understanding of a range of concepts, skills and attitudes which help them grow as individuals and as members of a community e.g. Authority, commitment, faith, justice, origin, peace, purpose, relationship, and suffering.

Literacy

In line with the school literacy policy, the RE department encourages and highlights the importance of the use of correct subject specific terminology and spellings. This is done by providing relevant words and correcting spellings throughout lessons and making students aware of them. Regular testing/assessing of these key words is also undertaken.