



# St Mary's CE Primary School



## RE Policy

2025-2026

*'It is our belief that there is something extraordinary and wondrous in everybody as unique creations of God. We value all our children as children of God and celebrate difference and diversity within a safe, encouraging Christian school environment in which all flourish.*

*Therefore, all will aspire with God's strength to reach for the stars.*

*"I can do all things through him who strengthens me."*

*Philippians 4:13*

## **Introduction**

RE is central to the purpose of St Mary's Primary school because as a church school we see that the Christian faith informs all aspects of our life together and commits us to a search for truth.

## **LEGAL REQUIREMENT**

The Education Reform Act (1988) places RE as part of the basic curriculum; a statutory subject which is an entitlement of all pupils. Since as a Church of England Aided school, St. Mary's is not bound by statutory provision.

In the Aided School RE is the responsibility of governors in consultation with the head teacher. The RE should be in accordance with its Trust Deed, and based on the guidance issued by the Lichfield Diocesan Board of Education through its RE Resource Handbook, which determines the distinctive nature and context for RE.

RE in school explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children.

## **Guidance from the SOT agreed syllabus**

Children in FS AND KS1 are entitled to 50 minute weekly sessions (combined 36+ hours yearly)

KS2 are entitled to 1 hour weekly sessions (combined 45+ hours yearly)

*Stoke Agreed Syllabus (2021 - 2026), the Diocese of Litchfield Religious education guidance 2017) and Understanding Christianity (resource)* are used to ensure that children are immersed in knowledge and gain an understanding of the teachings of Christ and the awe and wonder of Christianity and other religions.

## **Aims**

At this school, RE supports and strengthens the vision, ethos and the British values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the *Understanding Christianity, Stoke agreed syllabus and the Diocese of Litchfield religious education guidance and resources*.

***Romans 15:7 Therefore welcome one another as Christ has welcomed you, for the glory of God.***

Specifically, RE aims to enable pupils of all abilities and stages of development to:

1. Develop knowledge and understanding of Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
2. Develop knowledge and understanding of the beliefs and practices of some of the other principal religions in Britain.
3. Understand how belief may impact on culture, relationships, values and lifestyle.
4. Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings, develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
6. Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith
7. Be supported in their own search for meaning and purpose in life.
8. Develop a sense of awe, wonder and mystery. Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.

The aims of Understanding Christianity are:

1. To enable pupils to know about and understand Christianity as a living world faith, be exploring core theological concepts.
2. To enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians.
3. To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience.

**How is RE organised in school.**

Using *Stoke Agreed Syllabus (2021 - 2026)*, the *Diocese of Litchfield Religious education guidance 2017*) brings together learning about religion, questioning and spiritual development in a comprehensive resource of learning. Understanding Christianity document is used for the Christian teachings. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

RE is delivered weekly across the school in order to facilitate opportunities for teachers to expand on ideas and delve deeper into Christian philosophies.

## John 13: 34-35

<sup>34</sup> "A new command I give you: Love one another. As I have loved you, so you must love one another. <sup>35</sup> By this everyone will know that you are my disciples, if you love one another."

### Progression:

|           | Autumn 1                                                                                   | Autumn 2                                                                                                        | Spring 1                                                                                                    | Spring 2                                                                                                                                                                | Summer 1                                                                                    | Summer 2                                                                                                                            |
|-----------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Reception | <a href="#">Creation/GOD (F1)</a><br>Why is the world God so important to Christians?      | <a href="#">Incarnation (F2)</a><br>Why do Christians perform nativity plays at Christmas?                      | <a href="#">Additional unit</a><br>Why are some stories special? <a href="#">Page 83</a>                    | <a href="#">Salvation (F3)</a><br>Why do Christians put a cross in the Easter garden?                                                                                   | <a href="#">Additional unit</a><br>What happens in our church? <a href="#">Page 85</a>      | <a href="#">Additional unit</a><br>What makes every person special, unique and important? <a href="#">Page 87</a>                   |
| Year 1    | <a href="#">God (1.1)</a><br>What do Christians believe God is like?                       | <a href="#">Additional unit</a><br>What are festivals and why do we have them? <a href="#">Page 90</a>          | <a href="#">Islam</a><br>What do Muslims believe? <a href="#">Page 12</a>                                   | <a href="#">Salvation (1.5)</a><br>Why does Easter matter to Christians (core learning)                                                                                 | <a href="#">Judaism</a><br>What do Jews believe? <a href="#">Page 28</a>                    | <a href="#">Additional unit</a><br>How can I make a difference in the world? <a href="#">Page 94</a>                                |
| Year 2    | <a href="#">Creation (1.2)</a><br>Who made the world?                                      | <a href="#">Incarnation (1.3)</a><br>Why does Christmas matter to Christians?                                   | <a href="#">Islam</a><br>Who is Muslim and how do they live? (Stoke) <a href="#">Page 48</a>                | <a href="#">Salvation (1.5)</a><br>Why does Easter matter to Christians (digging deeper)                                                                                | <a href="#">Gospel (1.4)</a><br>What is the good news that Jesus brings?                    | <a href="#">Hinduism</a><br>What do Hindus believe? <a href="#">Page 42</a>                                                         |
| Year 3    | <a href="#">Islam</a><br>What can we learn from the Mosque? <a href="#">Page 16</a>        | <a href="#">Incarnation/God (2a3)</a><br>What is the Trinity? (core learning - Baptism and the Grace)           | <a href="#">Hinduism</a><br>What can we learn from a Mandir? <a href="#">Page 44</a>                        | <a href="#">Salvation (2a5)</a><br>Why do Christians call the day that Jesus died 'Good Friday'?                                                                        | <a href="#">Gospel (2a4)</a><br>What kind of world did Jesus want?                          | <a href="#">Stoke Additional Unit</a><br>How and why do people mark the significant events in life? (Stoke) <a href="#">Page 71</a> |
| Year 4    | <a href="#">Creation/ Fall (2a1)</a><br>What do Christians learn from the Creation story?  | <a href="#">Incarnation/ God (2a.3)</a><br>What is the trinity? (digging deeper - the incarnation)              | <a href="#">Judaism</a><br>What can we learn from a synagogue? <a href="#">Page 30</a>                      | <a href="#">Islam (upper ks2)</a><br>What are the five pillars of Islam? <a href="#">Page 16</a><br>Time allocated for - How do Christians remember Jesus' last supper? | <a href="#">Kingdom of God (2a.6)</a><br>When Jesus left, what was the impact of Pentecost? | <a href="#">People of God (2a.2)</a><br>What is it like to follow God?                                                              |
| Year 5    | <a href="#">God (2b1)</a><br>What does it mean if God is holy and loving?                  | <a href="#">Stoke Additional unit</a><br>What matters most to Humanists and Christians? <a href="#">Page 84</a> | <a href="#">Islam</a><br>What does it mean to be a Muslim in Britain today? (Stoke) <a href="#">Page 82</a> | <a href="#">Salvation (2b6)</a><br>What did Jesus do to save human beings?                                                                                              | <a href="#">Kingdom of God</a><br>What kind of King is Jesus?                               | <a href="#">Hinduism</a><br>What does it mean to live as a Hindu today? <a href="#">Page 46</a>                                     |
| Year 6    | <a href="#">Creation/Fall (2b2)</a><br>Creation and Science: Conflicting or complementary? | <a href="#">Incarnation (2b.4)</a><br>Was Jesus the Messiah?                                                    | <a href="#">Judaism</a><br>What does it mean to live as a Jew? <a href="#">Page 32</a>                      | <a href="#">Salvation (2b7)</a><br>What difference does the resurrection make to Christians?                                                                            | <a href="#">Gospel (2b.5)</a><br>What would Jesus do?                                       | <a href="#">People of God (2b.3)</a><br>How can following God bring freedom and justice?                                            |

### Differentiation

Using *Stoke Agreed Syllabus (2021 - 2026)*, the *Diocese of Litchfield Religious education guidance 2017*) and *Understanding Christianity* are written as a universal core curriculum provision for all children. Inclusivity is part of their philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS 1 and 2 classes with special educational needs.

LDBE document to be used for the planning and assessment of Jesus' parables

### **Assessment including recording and tracking progress.**

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has assessment objectives. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, ability to answer enquiry question, in conjunction with other evidence such as records of discussions and annotations from other lessons within the enquiry to assist the teacher in reaching a best-fit level.

### **Monitoring and Evaluation**

The RE leader and the Church Incumbent monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning process.
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

### **The Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each others' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care.

Each class has its own RE working wall and all have a cross/candle. Reflection areas are used around school.

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

At St Mary's, we uphold the Christian ethos of our school whilst still respecting the beliefs and views of others. We work with due regard to the equality act 2010 and Anti-bullying guidance (flourishing for all) [Anti-bullying guidance for Church of England schools | The Church of England](#) to make sure that all our pupils regardless of ethnicity, ability, home language and special educational needs are included and are able to access language lessons.

Date for next review: September 2026

Reviewed by: A Mutarah

Signature: .....

Approved at Full Governors by: .....

Signature: .....