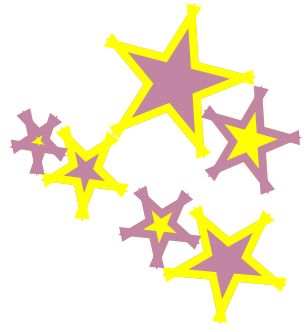




St Mary's CE Primary School

RE Policy

2026-2027

'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.

Requirement

Religious Education (RE) is a statutory subject and forms part of the basic curriculum for all pupils in England, in accordance with the Education Act 1996.

Religious Education is central to the distinctive Christian character of St Mary's CE Primary School. It enables pupils to develop religious literacy through the exploration of Christianity as a living and diverse faith, alongside the study of other principal religions and worldviews represented in Britain today. Pupils are encouraged to ask challenging questions about meaning, purpose, beliefs and values, developing their knowledge, understanding and critical thinking.

Through high-quality RE, pupils learn about and from religion and worldviews, enabling them to appreciate diversity, respect the beliefs of others and reflect thoughtfully on their own experiences and values. RE makes a significant contribution to pupils' spiritual, moral, social and cultural development, preparing them to flourish as responsible and respectful members of a diverse society.

Religious Education at St Mary's is taught in an objective, balanced and academically rigorous way. It provides opportunities for informed dialogue, reflection and respectful engagement with different beliefs and perspectives.

Guidance from the SOT agreed syllabus

- **EYFS and KS1:** approximately **36 hours per year**
- **KS2:** approximately **45 hours per year**

Stoke Agreed Syllabus is 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* resources and the Stoke agreed syllabus.

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

At St Mary's CE Primary School, Religious Education aims to enable all pupils, regardless of ability or background, to:

1. Develop secure knowledge and understanding of Christianity as a living and diverse faith, recognising the significance of the Bible, the Church and the teachings of Jesus in the lives of Christians.
2. Develop knowledge and understanding of other principal religions and worldviews represented in Britain, appreciating both the diversity and shared values found within communities.
3. Develop religious literacy by exploring beliefs, teachings, practices and ways of living, enabling pupils to make sense of religion and worldviews in local, national and global contexts.
4. Ask thoughtful and challenging questions about meaning, purpose, truth, identity, belonging and values, developing skills of enquiry, critical thinking and respectful dialogue.
5. Understand how beliefs and values influence individuals, communities and society, including their impact on culture, relationships, decision-making and ways of life.
6. Explore how beliefs are expressed through worship, prayer, festivals, sacred texts, art, music, dance, symbolism and other forms of religious and cultural expression.
7. Reflect on their own beliefs, experiences and values while developing respect, empathy and understanding for people whose beliefs and worldviews may differ from their own.
8. Develop spiritually, morally, socially and culturally through opportunities to experience awe and wonder, consider life's big questions and reflect on their place within the world.

Understanding Christianity

As part of the RE curriculum, St Mary's uses the *Understanding Christianity* resource to deepen pupils' understanding of the Christian faith. The programme aims to:

1. Enable pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts.
2. Develop pupils' knowledge and understanding of the Bible, helping them to interpret biblical texts and understand how they influence the beliefs and lives of Christians today.
3. Enable pupils to make connections between Christian beliefs, biblical texts and Christian practice, while developing the ability to reflect critically and apply their learning to their own understanding of religion, worldviews and human experience.

How is RE organised in school.

Using *Stoke Agreed Syllabus* 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

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

Units:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Love Parables (The Good Samaritan)	Christianity Christmas celebration	Respect Bible stories (Jesus washes the disciples' feet)	Festivals Easter story Eid - according to calendar	Pride Bible stories (Jonah and the whale)	Endeavour Bible stories (Noah's ark)
Reception	Thematic unit Being special, where do we belong? Christianity and Islam	Incarnation (F2) Why do Christians perform nativity plays at Christmas?	Thematic unit Which places are special and why? Christianity and Islam	Salvation (F3) Why do Christians put a cross in the Easter garden?	Creation/GOD (F1) Why is the word God so important to Christians?	Thematic unit Which stories are special and why? Christianity and Islam
Year 1	God What do Christians believe God is like?	Incarnation (F3) Why does Christmas matter to Christians? (core learning)	Judaism Who is Jewish and how do they live? (changed from Islam?)	Salvation Why does Easter matter to Christians? (yr2 PP)	Thematic unit What does it mean to belong to a faith community? Christianity and Judaism	Thematic unit How should we care for the world and for others and why does it matter? Christianity and Judaism
Year 2	Creation (F2) Who do Christians believe made the world? (yr1 PP)	Gospel (F4) What is the good news that Jesus brings? (part 1)	Islam Who is Muslim and how do they live? (part 1)	Gospel (F4) What is the good news that Jesus brings? (part 2)	Islam Who is Muslim and how do they live? (part 2)	Thematic unit What makes some places special to believers? Christianity, Islam and Judaism
Year 3	People of God (2a.2) What is it like to follow God?	Incarnation/God (2a.3) What is the Trinity? (core learning - Baptism and the Grace)	Judaism How do festivals and family life show what matters to Jewish people?	Islam How do festivals and worship show what matters to a Muslim?	Creation/ Fall (2a) What do Christians learn from the Creation story?	Thematic unit How and why do people try to make the world a better place? Christianity, Islam and Judaism
Year 4	Hindu Dharma What do Hindus believe God is like?	Hindu Dharma What does it mean to be a Hindu in modern Britain today?	Gospel (2a) What kind of world did Jesus want?	Salvation (F5) Why do Christians call the day that Jesus died 'Good Friday'?	Kingdom of God (2a.6) When Jesus left, what was the impact of Pentecost?	Thematic unit How and why do people mark the significant events of life?

Year 5	God (2b) What does it mean if God is holy and loving?	Incarnation (2b.4) Why do Christians believe that Jesus was the Messiah?	Judaism Why is the Torah so important to Jewish people?	Thematic unit What matters most to Humanists and Christians? Christianity and Humanism	Islam What does it mean to be a Muslim in Britain today?	People of God (2b.3) How can following God bring freedom and justice?
Year 6	Creation/Fall (2b2) Creation and Science: Conflicting or complementary?	Thematic unit Why do some people believe in God and some people not? Christianity and non-religious world views	Gospel (2b.5) What would Jesus do?	Salvation (2b7) What difference does the resurrection make to Christians?	Hindu Dharma What do Hindus want to be good?	Thematic unit Why do some people believe in God and some not? Christianity and non-religious world views

Differentiation

Using *Stoke Agreed Syllabus* 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.

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 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 other's 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. Reflection areas are used around school.

Religious Education provides opportunities for pupils to explore sensitive and sometimes controversial issues, including questions of belief, identity, morality and values. These discussions are approached in an age-appropriate, balanced and respectful manner, enabling pupils to develop informed opinions while recognising and valuing the right of others to hold different beliefs and viewpoints.

Teachers create a safe and inclusive learning environment in which pupils feel confident to express their ideas respectfully, ask challenging questions and engage in thoughtful dialogue. While teachers may draw upon their own knowledge and experience where appropriate, they should not seek to influence pupils' personal beliefs or restrict the expression of differing views.

At St Mary's CE Primary School, we uphold our Christian vision and values while fostering respect, dignity and understanding for people of all faiths and worldviews. We are committed to ensuring that every pupil feels welcomed, valued and able to flourish.

In line with the Equality Act 2010 and the Church of England's *Flourishing for All: Anti-bullying Guidance for Church of England Schools*, we promote inclusion, challenge prejudice and discrimination, and ensure that all pupils—regardless of ethnicity, disability, gender, home language, religion or belief, or special educational needs and disabilities (SEND)—are able to access and participate fully in Religious Education.

Reviewed: September 2026

Date for next review: September 2027

Reviewed by: A Mutarah

Signature:

Approved at Full Governors by:

Signature: