St James' Church of England Primary School

Religious Education Policy

Together in Faith, We Achieve

Approved by the Teaching and Learning Committee	12th November 2018
Approved by the Governing Body	10th December 2020
Approved by the Local Advisory Board	18th October 2023
Approved by the Local Advisory Board	8th October 2025
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Our Religious Education policy is written with consideration of our vision, mission (RACE: Respect, Aspiration, Community, Enquiring Minds) and values and the Diocesan of Manchester syllabus. This policy reflects our values and philosophy and enables the children to explore both the beliefs and practices of world faiths and their own responses to questions about the meaning and purpose of life. The implementation of this policy is the responsibility of all teaching staff, although the monitoring and review rests with the Religious Education subject lead.

'Finally, all of you, live in harmony with one another; be sympathetic, love as brothers, be compassionate and humble.' 1 Peter 3:8

'The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.'

The Diocese of Manchester RE Syllabus 2023

Introduction

It is clear from this definition that Religious Education is not designed to convert people to a particular religion or religious belief. It enables pupils to learn how to think and talk about their own beliefs and values and analyse and evaluate the responses of other people to important moral issues with a religious dimension. Religious Education is, therefore, a school subject with a sound educational rationale.

Aims

1. make sense of a range of religious and non-religious beliefs, so that they can:

• identify, describe, explain and analyse beliefs and concepts in the context of living religions, using appropriate vocabulary

• explain how and why these beliefs are understood in different ways, by individuals and within communities

• recognise how and why sources of authority (e.g. texts, teachings, traditions, leaders) are used, expressed and interpreted in different ways, developing skills of interpretation

2. understand the impact and significance of religious and non-religious beliefs, so that they can:

• examine and explain how and why people express their beliefs in diverse ways

• recognise and account for ways in which people put their beliefs into action in diverse ways, in their everyday lives, within their communities and in the wider world

• appreciate and appraise the significance of different ways of life and ways of expressing meaning

3. make connections between religious and non-religious beliefs, concepts, practices and ideas studied, so that they can:

• evaluate, reflect on and enquire into key concepts and questions studied, responding thoughtfully and creatively, giving good reasons for their responses

• challenge the ideas studied, and allow the ideas studied to challenge their own thinking, articulating beliefs, values and commitments clearly in response

• discern possible connections between the ideas studied and their own ways of understanding the world, expressing their critical responses and personal reflections with increasing clarity and understanding

End Points

Teaching and learning approach	End KS1 Pupils can …	End lower KS2 Pupils can …	End upper KS2 Pupils can …
Element 1: **Making sense of beliefs** Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	• identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers	• identify and describe the core beliefs and concepts studied • make clear links between texts/ sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	• identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Element 2: **Understanding the impact** Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	• give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice	• make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice	• make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
Element 3: **Making connections** Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and worldviews – their ways of understanding the world.	• think, talk and ask questions about whether the ideas they have been studying, have something to say to them • give a good reason for the views they have and the connections they make	• make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • give good reasons for the views they have and the connections they make	• make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently • consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

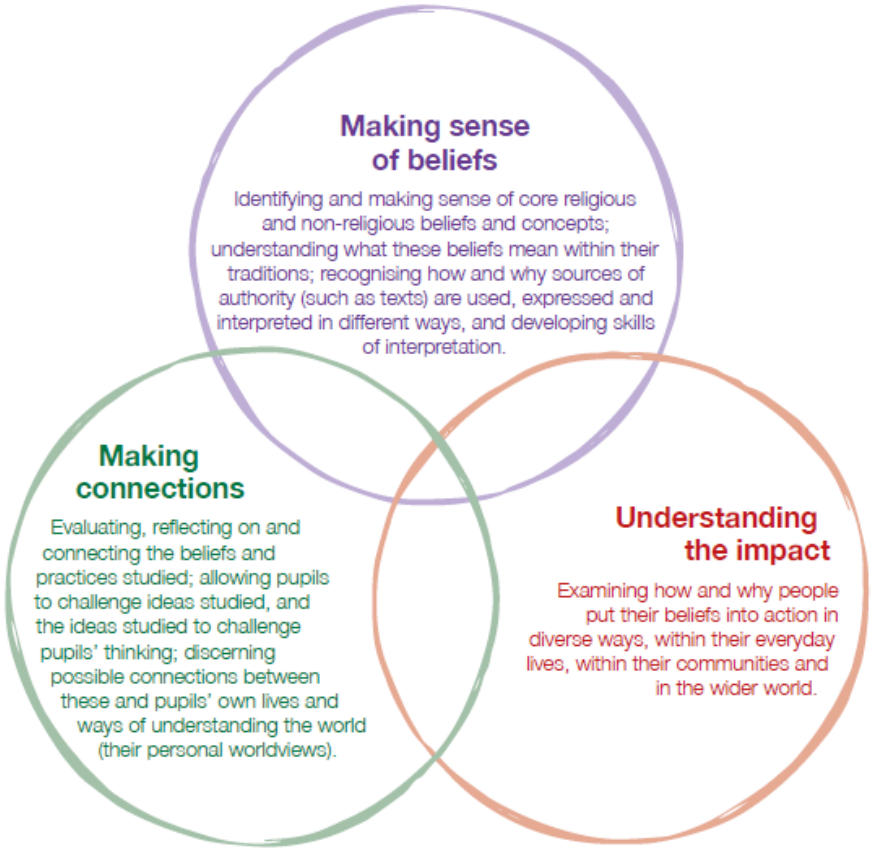
Teaching, Learning and Assessment

Learning and Teaching in Religious Education will be in line with the school's Teaching and Learning Policy, where provision is made for all abilities. The teaching of Religious Education is through discrete teaching and links with other subjects. A variety of methods are employed, which will afford pupils access to a wide range of resources and ensure that they are encouraged to develop their potential to the full.

These include:

- Books
- Artefacts
- Pictures and photographs, video, television and radio
- Music
- Visitors talking about beliefs and practices
- Visits to places of worship
- Stories
- The pupils and their families
- Understanding Christianity (Church of England Education Office)

Religious Education is planned to ensure that the aims and objectives set out in the RE Syllabus are fully covered within the school's medium- and long-term plans (appendix 1).



Teachers will support children to develop their own responses and values encouraging children's own responses and quest for meaning. Opportunities for reflection will be provided so that the children's spiritual journey continues. Children are given the opportunity to work as individuals, as a group or as a class. They are encouraged to record their work in different ways depending on the nature and purpose of the activity. Teachers will assess children's work against unit end points through a combination of formal and informal tasks in line with our Assessment Policy.

The Education Act 1996 section 375 states that the RE curriculum drawn up by a Diocese, 'shall reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'

Entitlement and Equal Opportunities

In line with our *Equality Scheme,* we are committed to providing a teaching environment conductive to learning. We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond, and do not discriminate. All pupils are entitled to access the Religious Education curriculum appropriate to their needs. Specific lessons may be adapted to take into account specific requirements. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those learning English as an additional language.

Right of Withdrawal

Parents have the right to withdraw their children from RE lessons or any part of the RE curriculum8 and the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Where the pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parents want the pupil to receive. These arrangements will be made by the parents; the school is not expected to make these arrangements.

Parents are welcome to see the school's plans and resources and should come and talk to school staff if they have any questions or concerns about the curriculum.

Governor Involvement

Governors are encouraged to be involved in the long-term planning of the curriculum and its implementation. Governors are invited to share meetings and observe the policy and scheme of work within the school community. Recommendations for any amendments to the policy or scheme of work will be submitted to the Local Advisory Board for discussion and approval.

Appendix 1

RE Long Term Overview Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FSU	F4 Being special: where do we belong? (Unit 3)	F2 Why is Christmas special for Christians? (Unit 2)	F1 Why is the word 'God' so important to Christians? (Unit 1)	F3 Why is Easter special for Christians? (Unit 4) Mother's Day Assembly	F6 Which stories are special and why? (Unit 6)	F5 Which places are special and why? (Unit 5)
Year 1	1.2 Who do Christians say made the world? (Unit 7)	1.3 Why does Christmas matter to Christians? (Unit 8) Perform Christmas story (in church)	1.7 Who is Jewish and how do they live? (Unit 9)	1.1 What do Christians believe God is like? (Unit 10)	1.10 What does it mean to belong to a faith community. (Unit 11)	1.9 How should we care for others and the world and why does it matter? (Unit 12)
Year 2	1.4 What is the 'good news' Christians believe Jesus brings? Part 1 (Unit 13)	1.4 What is the 'good news' Christians believe Jesus brings? Part 2 (Unit 14)	1.6 Who is a Muslim and how do they live? Part 1 (Unit 15)	1.5 Why does Easter matter to Christians? (Unit 16) Perform the Easter story (in church)	1.6 Who is a Muslim and how do they live? Part 2 (Unit 17)	1.8 What makes some places sacred to believers? (Unit 18)
Year 3	L2.7 What do Hindus believe God is like? (Unit 27)	L2.8 What does it mean to be Hindu in Britain today? (Unit 29) Diwali Assembly	L2.2 What is it like for someone to follow God? (Unit 19) Candlemas	L2.3 What is the 'Trinity' and why is it important for Christians? (Unit 20)	L2.1 What do Christians learn from the Creation story? (Unit 23)	L2.12 How and why do people try to make the world a better place? (Unit 24)
Year 4	L2.4 What kind of world did Jesus want? (Unit 25)	L2.10 How do festivals and family life show what matters to Jewish people? (Unit 22)	L2.9 How do festivals and worship show what matters to Muslims? (Unit 21) Chinese New Year assembly	L2.5 Why do Christians call the day Jesus died 'Good Friday'? (Unit 28) Eid Assembly	L2.6 For Christians, what was the impact of Pentecost? (Unit 26)	L2.11 How and why do people mark the significant events of life? (Unit 30) Narrate end of year service (in church)
Year 5	U2.1 What does it mean if Christians believe God is holy and loving? (Unit 31) Harvest Assembly	U2.9 Why is the Torah so important to Jewish people? (Unit 33) Hanukkah Assembly	U2.7 Why do Hindus want to be good? (Unit 39)	U2.2 Creation and science: conflicting or complementary? (Unit 34)	U2 How can following God bring freedom and Justice? (Unit 35)	U2.10 What matters most to Humanists, Christians? (Unit 36)
Year 6	U2.4 How do Christians decide how to live? 'What would Jesus do?' (Unit 37) Fairtrade – Pupil Leadership Team	U2.3 Why do Christians believe Jesus was the Messiah? (Unit 38) Friends of St James' Remembrance	U2.6 For Christians, what kind of king is Jesus? (Unit 41) Holocaust Memorial	U2.5 What do Christians believe Jesus did to 'save' people? What difference does the resurrection make to Christians? (Unit 40)	U2.8 What does it mean to be a Muslim in Britain today? (Unit 32)	U2.11 Why do some people believe in God and some people not? (Unit 42) Leavers' assembly