

Religious Education (RE) Policy St Mary's Church of England Primary School

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Rationale for RE at St Mary's CE Primary School, Colton

Religious Education (RE) plays an important role in defining the school's distinctive Christian character. The SIAMS schedule 2026 (IQ6 and 7) makes it clear that RE should reflect the school's Christian vision and adhere to the RE Statement of entitlement (2026).

At St Mary's we strive to ensure that every child can flourish. Our aim is that all pupils are able to achieve and make progress, irrespective of educational need or disadvantage. The subject is regarded as a core subject within the school's curriculum. It has a vital role in developing religious literacy and deepening pupils' understanding of Christianity, in all its forms. In addition, we aim to foster an appreciation and understanding of other faith traditions and the religious freedoms of every individual. RE is non-confessional and should be treated as an academic subject in its own right.

We enable this to happen by providing:

- High quality teaching
- A varied and relevant curriculum
- Creative opportunities for learning.

Our Christian Vision

Our vision here at St Mary's is underpinned by our motto 'Believe and Achieve', this encourages the children to not only believe in themselves but also to believe in God the Father, God the Son and God the Holy Spirit. Through this faith in themselves and God we believe all children can fulfil their potential to be the best they can be. We encourage our children to fly. The scriptures of Isaiah provide the basis for our motto and why we think our children can flourish under God.

"But those who wait upon the LORD will renew their strength; they will mount up with wings like eagles; they will run and not grow weary; they will walk and not faint." (*Isaiah 40 v 31*)

Our Core Christian Values

Love: Love thy neighbour Leviticus 19:18

Friendship: Two are better than one...For if they fall, the one will lift up the other Ecclesiastes 4: 9-10

Respect: Do to others as you would have them do to you Luke 6:31

RE Statement of Entitlement

RE teaching at this school will be in line with the recommendations of the **Statement of Entitlement for Church Schools** NSE (January 2026), see link below:

[Statement of Entitlement 2026](#)

In line with this Statement of Entitlement for Church Schools, Christianity at St Marys is the principal religion studied in each year group and is allocated at least 50% of curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice. This is evident in our Long-Term Plan.

The RE curriculum

RE teaching also follows the legal requirements of the **Education Reform Act (1988)**, which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. The school bases its RE provision on the decision made by the **governing body** and trust board, the school uses the Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning. Our RE curriculum ensures that children are exposed to both Dharmic and Abrahamic religions and therefore include studies of the Sikhi religion and Islam, alongside Christianity. We also explore non-religious worldviews through our Humanist topics. Please see Appendix 1 for our LTP.

At least 5% of curriculum time will be dedicated to meeting explicitly RE objectives, although the subject may be taught across the curriculum when appropriate.

The aims of Religious Education in our school are:

- To help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text.
- To help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide.
- To enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture.
- To give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions.
- To help pupils to develop knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers.
- To develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.
- To develop an understanding of religious faith as the search for and expression of truth, and so to consider important human questions, values and concerns.
- To nurture understanding, respect and open-mindedness and inspire lifelong engagement with the study of religions and beliefs.

Spiritual, moral, social and cultural development (SMSC)

In addition the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

Spiritual	Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
Moral	helping each pupil develop their own informed values
Social	helping pupils understand some major forces shaping the values of our society
Cultural	aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with **personal, social, health and citizenship education (PSHCE)**, **Relationship & Sex Education (RSE)** and **British values**. RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

The management of RE

RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects. Teachers should share effective practice locally and regionally and engage in professional development.

As a church school we recognise that it should be a priority to build up staff expertise in RE. The RE subject leader in partnership with the Head teacher is responsible for:

- producing a scheme of work for the school
- supporting colleagues in the detailed planning and delivery of RE provision
- ensuring Religious Education has status within the school
- keeping in touch with subject developments and disseminating information as appropriate
- auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff
- undertaking personal development and subject training and ensuring provision for staff INSET
- monitoring RE provision, practice and outcomes
- ensuring rigorous systems of assessment are in place and are in line with the Local Agreed Syllabus
- creating the RE Development Plan and ensuring its regular review
- accountability for RE standards in the school
- meet with member of the Diocesan RE advisory team when possible

The outcomes for pupils at the end of their time in our school are that they are able to:

Front cover sheets for each unit, that have been developed by the RE lead, provide learning questions and unit-specific vocabulary that will be taught during each half term. These learning questions are used to provide a clear pedagogical focus when completed as a post-assessment at the end of the half term. Results are then collaborated by class teachers and added to our pupil tracking sheets. RE is also reported on pupils' end of year report. Children's work is marked every lesson and a targeted question is offered. These differentiated target questions involve both metacognitive recall and also stretch and challenge pupils to build on their learning and provide scope for philosophical and spiritual reflection on a personal level. RE is also reported on the student's end of year report.

In RE pupils will be encouraged / have opportunities to:

- Think theologically and explore ultimate questions
- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Develop the skills to analyse, interpret and apply the Bible text
- Recognise that faith is a particular way of understanding and responding to God and the world
- Analyse and explain the varied nature and traditions of the Christian community
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Reflect sensitively on areas of shared belief and practice between different faiths
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.
- Express religious ideas with the appropriate language, vocabulary and terminology
- Be confident in expressing and nurturing their own faith journey

Right to withdrawal –

At St Mary's CE (A) Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. While national policy remains unchanged, we have reflected on recent legal developments using the LDBE Guidance on withdrawal from Religious Education (2026)

Therefore we recognise that:

If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises. Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive.

Managing the withdrawal process

The use of the right to withdraw should be at the instigation of parents (or pupils themselves if they are aged 18 or over), and it should be made clear whether it is from the whole of RE or specific parts of it. No reasons need be given.

On receipt of the withdrawal request, headteachers should grant the request immediately, without imposing any additional burden on either parents or pupils as part of the decision making process. Schools should make the ability to withdraw clear and straightforward not requiring justification or meetings to occur.

While schools should not require discussion, they may offer a conversation for clarity or pastoral support, provided it is clear that this is optional and not a condition of the withdrawal consent.

This may provide an opportunity to explore how the child's withdrawal can be best accommodated.

Current RE practice and principles

As part of our aim to ensure RE is seen as a high status academic subject, we have placed high priority on developing the children's understanding of religious literacy and core theological concepts. Children are regularly given a chance to engage with the text at a critical level and staff are trained in aiding children to make connections across their learning to see the Bible as a salvation narrative. When teaching, staff refer to the "Big Frieze" by Emma Yarlett and encourage children to use this to underpin the connections they are making. Knowledge mats are also used to ensure children are using vocabulary appropriate to their age and are engaging in progressive and challenging content, these knowledge mats also provide support to ensure all children can access the learning at their own level.

High status is given to the teaching of RE, and each lesson is delivered by the class teacher. Support for the planning of RE is provided by the RE lead, our CD lead from the Diocese and by Reverend Lyn Deane.

Monitoring of RE

Evaluation is carried out to enhance the teaching and learning of Religious Education within our school. It is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for Religious Education within the school, in order that pupils make the greatest possible progress.

Evaluation includes a regular evaluation of the content of the Religious Education Curriculum to ensure that the Agreed Syllabus requirements are being fulfilled in the best possible way.

Monitoring of teachers' planning is carried out to check that plans are actively put into action in the classroom. Pupils' progress and performance is evaluated. The effectiveness of any INSET for Religious Education provided from within the school, or by an external agency, is evaluated either by means of a written evaluation sheet completed by staff after a course, or by verbal feedback at a staff meeting.

Evaluation may take place by means of a number of methods including:

- Looking at children's work using the agreed proforma for book trawls
- The analysis of teachers' planning as seen in Long and Short Term Plans
- Discussion among groups of staff or the whole staff
- Classroom observation
- External inspection and advice
- Discussion with the children

Approved and signed off by

Headteacher: J Wynn

Chair of Governors: B Sykes

Appendix 1

St Mary's C of E Primary School – RE Long Term Plan

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Other faiths						
Reception	CREATION/GOD F1 Why is the word God so important to Christians?	INCARNATION F2 Why do Christians perform nativity plays at Christmas?	Why are some stories special? LD&E - Includes Islam focus	SALVATION F3 Why do Christians put a cross in the Easter garden?	What happens in our church? LD&E	What makes every person special, unique and important? LD&E
Year 1/KS1 A	GOD 1.1 What do Christians believe God is like?	What are festivals and why do we have them?	What do Muslims believe? LD&E - ISLAM	SALVATION 1.5 Why does Easter matter to Christians? (Core Learning only)	How do Christians talk to God?	How do I make a difference in the world?
Year 2/KS1 B	CREATION 1.2 Who made the world?	INCARNATION 1.3 Why does Christmas matter to Christians?	GOSPEL 1.4 What is the good news that Jesus brings?	SALVATION 1.5 Why does Easter matter to Christians? (Digging Deeper only)	What do Sikhs believe? LD&E - SIKHISM	Why religious ceremonies are important and what difference do they make? (Christening, Dedication, Full Immersion, Muslim birth ceremony & Sikh birth ceremony)
Year 3/LKS2 A	PEOPLE OF GOD 2a.2 What is it like to follow God?	INCARNATION/GOD 2a.3 What is the trinity? (Core Learning only)	What can we learn from a Gurdwara? LD&E - Sikhism	Is life like a journey? LD&E Unit Links to Humanism	KINGDOM OF GOD 2a.6 When Jesus left, what was the impact of Pentecost?	Pilgrimages and sacred places
Year 4/LKS2 B	CREATION/FALL 2a.1 What do Christians learn from the Creation story?	What are festivals of light? LD&E Links with Hinduism, Judaism, Sikhism	Gospel 2a.4 What kind of world did Jesus want?	SALVATION 2a.5 Why do Christians call the day Jesus died Good Friday?	What can I learn from a Mosque? LD&E - ISLAM	Faith in the community
Year 5/UKS2 A	GOD 2b.1 What does it mean if God is holy and loving?	PEOPLE OF GOD 2b.3 How can following God bring freedom and justice? (Links to Courageous Advocacy –SIAMS)	Kingdom of God 2b.8 What kind of King is Jesus?	SALVATION 2b.6 What did Jesus do to save human beings?	What are the five Ks of the Sikh Khalsa? LD&E - SIKHISM	What is humanism? LD&E - Non-religious worldviews.
Year 6/UKS2 B	CREATION/FALL 2b.2 Creation and Science: Conflicting or Complementary?	INCARNATION 2b.4 Was Jesus the Messiah?	Gospel 2b.4 What would Jesus do?	What does it mean to have a good life and be happy? LD&E - Non-religious worldviews	What are the five pillars of Islam? – Upper KS2 LD&E - ISLAM	How do people express their faith through the arts? Links with Islam, Judaism, Sikhism