

St Peter's C of E Primary School

RE Policy and Curriculum



Headteacher: Alison Dodd

Collective Worship Lead: Alison Dodd

RE: Danielle Parker

Agreed by the Governing Body on

Governor Link: Rev. Mark Nelson

Date of Policy: January 2026

To Review: January 2028 or earlier in line with RE Curriculum and Diocese Scheme of Learning

This policy is due for review in line with the new scheme of learning that will be implemented in the academic year 2026-2027.

Our Vision

Our vision is for every child to go out into the world equipped with the skills, confidence and character to thrive, and with the love, compassion and courage to make a positive difference. We want every member of our school family to flourish spiritually, academically and personally so that they may live life in all its fullness.

“I have come in order that you might have life – life in all its fullness.”

John 10:10

How We Realise Our Vision

We realise our vision by nurturing a community shaped by the Christian values and characteristics found in the **Fruit of the Spirit:**

love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control

(Galatians 5:22–23).

These values guide our relationships, shape our curriculum and inspire our actions. They help us create a caring, hopeful and inclusive school where everyone is known, valued and encouraged to grow.

We live this out by:

- **Teaching a broad and balanced curriculum** that develops the whole child
- **Nurturing personal, emotional and spiritual growth**
- **Serving others with love and compassion**, especially those in need
- **Confronting injustice** and encouraging courageous advocacy
- **Caring for creation** and acting as responsible stewards of God’s world

Through these commitments, we enable each member of our school community to flourish and to reflect God’s love in all they do.

At St Peter's, Religious Education is at the heart of our vision for enabling every child to flourish. Through a high-quality RE curriculum, pupils develop a rich and informed understanding of Christianity as a diverse global faith, whilst also gaining knowledge and respect for a range of religious and non-religious worldviews. RE encourages pupils

to engage thoughtfully with questions of meaning, purpose and belief, develop their own worldview, and become religiously literate citizens who can live well together in a multi-religious and multi-secular society. Our RE provision reflects the Church of England Statement of Entitlement (January 2026) and promotes dignity, respect, curiosity and generous hospitality towards all.

Statement of Intent for Religious Education at St Peter's C of E Primary School

At St Peter's Church of England Primary School, Religious Education (RE) is a core component of our curriculum and a distinctive expression of our identity as a Church School. Our intent is to provide high-quality, inclusive, and engaging RE that nurtures pupils' spiritual, moral, social, and cultural development, while deepening their understanding of the Christian faith and its impact on life and society.

RE at St Peter's is not simply an academic subject; it is central to the ethos and Christian values that underpin our school community.

Through RE, we aim to:

- **Develop Knowledge and Understanding:** Enable pupils to explore Christianity as a living faith, rooted in the person and work of Jesus Christ, and to understand its beliefs, practices, and traditions in accordance with the rites, practices, and doctrines of the Church of England.
- **Encourage Respect and Dialogue:** Foster respect for and understanding of other major world religions and worldviews, promoting tolerance and appreciation of diversity.
- **Nurture Spiritual Growth:** Provide opportunities for pupils to reflect on their own beliefs, values, and experiences, encouraging spiritual development and a sense of awe and wonder.
- **Promote Christian Values:** Embed values such as compassion, forgiveness, justice, and service throughout RE, contributing to the wider Christian ethos of the school.

Distinctive Nature of RE in Our Church School

Religious Education at St Peter's is distinctive because it is taught within the context of our Christian foundation. It contributes significantly to the spiritual dimension of school life, complementing collective worship and supporting pupils in developing a personal sense of meaning and purpose. RE is not about indoctrination; rather, it equips pupils with the skills to think critically, ask deep questions, and engage thoughtfully with matters of faith and belief.

Governance and Management

As a Voluntary Aided Church of England School, the management of Religious Education is a distinctive responsibility of the **Governing Body and Headteacher**. RE is provided in accordance with the school's **Trust Deed** and reflects the rites, practices, and doctrines of the Church of England. The Governing Body as a whole determines the nature of RE in our school, ensuring that it aligns with our Christian foundation and statutory requirements.

Scheme of Learning for Religious Education at St Peter's C of E Primary School

Through RE, we seek to nurture pupils' understanding of faith, encourage deep thinking, and develop respect for diversity, while grounding learning in the Christian tradition.

We follow the Questful RE Syllabus, recommended and developed by the Blackburn Diocesan Board of Education, which fulfils all legal requirements and reflects the RE Statement of Entitlement (Church of England Education Office, 2019).

This syllabus provides a rich and balanced curriculum that enables pupils to:

- Explore Christianity as a living faith, rooted in the person and work of Jesus Christ.
- Understand other major world religions and worldviews, fostering respect and dialogue.
- Reflect on their own beliefs and values, promoting spiritual growth and moral development.

The scheme of learning ensures progression and continuity across all key stages, with age-appropriate content that encourages questioning, reflection, and critical thinking. It supports the distinctive Christian character of our school and contributes to the spiritual dimension of school life.

Relationship Between RE and Collective Worship

Although Religious Education and Collective Worship naturally complement and enrich one another, they are distinct and separate areas of provision. RE is an academic subject taught within the curriculum, whereas Collective Worship is a daily act of worship that reflects our Christian foundation. Both play vital roles in promoting the ethos and values of our school, but they are managed separately in accordance with statutory guidance.

As a Voluntary Aided school our RE teaching and curriculum covers up to 10% of teaching time and no less than 5%.

EYFS and KS1

45minutes to 1 hour of RE teaching and learning takes place weekly.

KS2

1 hour to 1 hour 15 minutes of RE teaching and learning takes place weekly.

“In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas. Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.” RE Statement of Entitlement: The Church of England Education Office 2019

The aims of Religious Education in Church Schools are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

RE Statement of Entitlement: The Church of England Education Office 2019

Appropriate to age at the end of their education in Church schools the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.

- Engage in meaningful and informed dialogue with those of all faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

RE Statement of Entitlement: The Church of England Education Office 2016

This can be expressed in more detail and distinctively as:

We learn about

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

Religious Education in Church Schools should also help pupils to:

- learn about all faiths, their beliefs, traditions and practices and from them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.

Religious Education in Church Schools should help pupils to:

- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;

- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with all faiths and traditions; • become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.

Religious Education in Church Schools should enable:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from all faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

Assessment and Attainment in RE

Teachers can set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement. The recording sheet within the scheme of learning are designed to be used once each term at the end of a unit.

There are no specific assessment tasks as every task, potentially, can be assessed and contribute to the expected achievements.

- At the end of Key Stage 1 pupils are expected to be achieving at rung 2 of the ladder.
- At the end of Key Stage 2 pupils are expected to be achieving at rung 4 of the ladder.

In each unit there are lists of expected outcomes all of which relate to the statements in the ladder and they are marked with the symbols from the ladder. These lists are generic and it is expected that teachers will incorporate them into learning objectives.

These expectations have been converted into 'I know' and 'I can' statements that can be used by pupils to self-assess or peer assess. These charts can be filled in with a positive tick or a thoughtful cross. They can be used by individuals, in groups, as a class or by the teacher. As with the outcomes these statements relate closely to the ladder and therefore teachers can quickly see whether or not pupils are meeting or exceeding expected levels of achievement.

This is evidenced in RE floor books and parents are informed through the annual reports to whether a child is working below expected, at expected or greater depth learning.

Inclusion and SEND

Religious Education at St Peter's C of E Primary School is inclusive and accessible to all pupils. Lessons are differentiated to meet diverse needs, ensuring every child can engage meaningfully with the curriculum. We celebrate diversity and encourage respectful dialogue, enabling pupils of all faiths and none to participate fully.

Resources

Our RE curriculum is supported by the **Questful RE Syllabus** and supplemented with a wide range of high-quality resources. These include age-appropriate texts, artefacts, visual aids, and practical materials stored in the RE cupboard. Resources are regularly reviewed and updated to ensure they reflect the richness of religious traditions and support creative, engaging learning experiences.

Curriculum Support

Teachers have access to planning guidance, assessment tools, and enrichment materials provided through the Questful RE scheme. Additional resources, including storybooks, interactive activities, and artefacts, are available to enhance understanding and promote active learning.

- Assessment and record keeping which should be in accordance with guidance given in the BDBE RE Syllabus

Rights to Withdraw

The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England or Methodist Church ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.'

If such a request for withdrawal is made, the Headteacher should explore the reasons for the request and seek to arrive at an accommodation. It may be that only some

elements of Religious Education or Worship are objected to. Parents may request the governing board to provide Religious Education for their children according to the locally Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where Religious Education is provided according to the locally Agreed Syllabus. The governing board should make provision unless the circumstances make it unreasonable to do so. Should the governing board be unable to make such arrangements for Religious Education to be delivered according to the Agreed Syllabus, the responsibility for doing so then falls on the Local Authority.

The Local Authority may decide that such a request for separate Religious Education is unreasonable and the parental request then fails.

The Role of the RE Leader

The RE Co-ordinator must then **monitor** the implementation of the policy and curriculum across the school and secure high standards of learning and achievement through lesson observations and book scrutinise.

The RE Co-ordinator is expected to have a thorough knowledge of the Ladder of Expectations of Achievement in RE. All lesson content, delivery and outcomes are to be measured against this ladder. The Ladder of Expectation and Achievement can be found in the assessment section of this syllabus and clear statements of achievement indicate what pupils are expected to know and be able to do at the end of each Key Stage. Specific statements of achievement are also included in each curriculum unit.

The RE Co-ordinator can use the ladder to compile a portfolio of briefly annotated RE work from across the Key Stages highlighting achievement and progress in the school.

The RE Co-ordinator is responsible to the headteacher and governors. However, ensuring the provision of quality RE is ultimately the responsibility of the Governing Board. Therefore, it is highly recommended that the RE Co-ordinator regularly reports the outcomes of monitoring and new developments to the school senior leadership team and Governing Board.

The RE Co-ordinator is the voice of RE in the school and should encourage and **motivate** every member of staff to provide the best RE learning experiences for every pupil in school. The RE Co-ordinator is responsible for updating the RE resources and making them accessible to all.