Unlocking the Potential for Everyone to Flourish in the love of Christ.

‘But I am like an olive tree flourishing in the house of God.’ Psalm 52:8

St Peter’s Church of England Primary School
Religious Education Policy

September 2025

Religious Education in a Church School should be of the highest standard, always striving for excellence, reflecting the school's distinctive Christian character.

Mission Statement

Our vision is to create an environment where we all feel loved and have a sense of belonging. We ensure that our Christian values are constantly visible in a place where we all always seek to serve God and treat one another with love and respect. We aspire for our children to be courageous advocates, who endeavour to make a positive difference to the future of our world. Through the provision of a broad and balanced curriculum, we aim to empower the whole of our school family with wisdom, knowledge and skills and unlock the God given talents of every individual. Our purpose is to enable our whole school family to flourish, inspiring our children to be life-long learners, thankful to God for the opportunities that they have been given. Aiming to provide spiritual guidance, we see every individual as one of God's children. We leave no stone unturned in enabling everyone to become the best that they can be and the person God created them to be.

To summarise we developed the following mission statement.

'Unlocking the potential for everyone to flourish in the love of Christ.'

We remember this with our three words

'Unlock, enable, flourish'

As a Church school, our aims are rooted in faith

Unlock 'For I know the plans I have for you, declares the LORD, plans for welfare and not for evil, to give you a future and a hope.' Jeremiah 29: 11

Enable 'I can do all things through him who strengthens me.' Philippians 4:13

Flourish 'But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love for ever and ever.' Psalm 52:8

We have four main school values, from which we teach the Christian Values, the main school values are:

Belonging, Kindness, Peace and Courage

In a Voluntary Controlled School, it is required in law (unless parents request otherwise) to provide RE in accordance with their Locally Agreed Syllabus. However, as a Church School RE in a Voluntary Controlled School should still have a distinctive approach.

The RE Syllabus that we have adopted is the Blackburn Diocesan Board of Education Syllabus for RE which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2016. Although Religious Education and Collective Worship naturally compliment and enrich one another, they are managed separately (please also see Collective Worship Policy).

Religious Education in a Church School lies at the very heart of the curriculum. At St. Peter's C. of E. Primary School RE is taught for 1 hour a week across school. The teaching of Christianity makes up 60% of the curriculum and 40% of the curriculum is a non-Christian faith unit.

"In Church of England schools the students and their families can expect a religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith. Church schools should provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied. Church schools should use some form of enquiry approach that engages with, for example biblical text, and helps develop religious and theological literacy. Links with the Christian values of the school and spiritual, moral, social and cultural development are

intrinsic to the RE curriculum and should have a significant impact on learners." RE Statement of Entitlement: The Church of England Education Office 2016

Aims

The aims of Religious Education **in our Church School** are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and non-religious worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To promote respect, tolerance and understanding of diverse communities.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

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 other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

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 our school should also help pupils to:

- learn *about* other 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 our school 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 other 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 our school 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 other 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.

The teaching of RE, alongside the Worship themes, at St. Peter's C. of E. Primary School have a significant contribution to pupils' Spiritual, Moral Social and Cultural development. Teachers ensure the values taught in RE permeate throughout all other areas of the curriculum and are revisited in relation to learning, expectations of behaviour and relationships between all members of the school family.

SEN Provision

At St. Peter's C. Of E. Primary School we will aim to ensure that the teaching of RE is accessible to all pupils and provide additional support through;

- Appropriate resources
- Teaching assistant support
- Small group support
- Appropriate teaching methods e.g. visual, auditory, kinaesthetic approaches

The contribution of RE to Christian and British values

At St. Peter's C. Of E. Primary School the teaching of RE positively drives the promotion of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Curriculum Structure

The Questful RE scheme is enquiry-based and structured around key questions. Our curriculum is designed to:

- Allocate **60% of curriculum time to Christianity**, exploring God's big salvation story and Christian living.
- Allocate **40% to world faiths**, including Islam, Hinduism, Judaism, Sikhism, Buddhism, and Humanism, ensuring pupils encounter a broad range of beliefs.

EYFS: RE is integrated into the Early Years Framework through stories, celebrations, and sensory experiences, its taught discreetly by the HLTA

KS1 & KS2: Pupils follow a progressive curriculum with increasing depth and complexity, using a two-year rolling programme in KS1 to accommodate mixed-age classes. Each class allocates 1 hour per week to RE. this can be blocked to suit classes and different celebrations (e.g. Christmas)

Assessment and record keeping

At St. Peter's C. Of E. Primary assessment and recording is in accordance with guidance given in the BDBE RE Syllabus. It is important that the children are provided with a variety of opportunities to record their work. Assessment and recording will include;

- Pupil discussion and questioning conversations
- Pupil discussion about their recorded work
- Comments recorded in the class floor book about moral, spiritual and social development and learning from RE
- Verbal and written reports to parents
- Head teacher/ SLT/RE Lead work scrutiny including internal moderation of work
- Assessment using the ladder of expectation of achievement in RE
- RE portfolio
- Class and whole school displays
- Lesson observations

Resources

The core syllabus of 'Questful RE Creative and Challenging' (revised 2025) will be supported with a wide range of resources which include;

- Understanding Christianity documents and access to the website
- Chatterbox for EYFS
- Clever Cub stories for EYFS
- Bible society website- supportive for staff knowledge
- Different versions of Bibles
- The REND collection- Capital of Christian Music
- Story teller bags and scripts
- Godly play resources and stories
- Artefacts for Christian and Non-Christian Faiths

This resources list is not exhaustive and will be developed further to meet the requirements of the syllabus.

Right to withdraw

Parents have the right to withdraw pupils from R.E. lessons by written request to the Headteacher. If any withdrawals are made, children should be given other work and should not be involved in the lesson at all. A list of withdrawals will be maintained by each class teacher and a whole class list will be available in the office. This will be reviewed and updated annually in September by the R.E. co-ordinator.