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RE Nominated Governor: Father Cornelius
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St. Peter's C.E. Primary School Religious Education Policy



'Let Your Light Shine' **Matthew 5:16**

At St Peter's we believe that our children can **shine** as we strive for every member of our family to succeed and flourish through our values centred curriculum; to enable our children to grow in confidence with God's **love**, to **challenge** each other and ourselves and be **inspired** to love God and learning, as disciples of Jesus Christ.



Vision and Values

At St Peter's our values and philosophy is outlined in the Mission Statement and in relation to the teaching and learning of Religious Education striving for excellence for all. It sets out a framework within which teachers and non-teaching staff can operate and gives guidance on planning, teaching and assessment. Our distinctive Christian ethos is rooted in Biblical teaching, and our vision 'Let Your Light Shine' underpins the values that lie at the core of St Peter's. Religious Education is of the highest standard and is central to the ethos, values and spiritual dimension of life within our school.



Fundamentals

- At St Peter's Church of England Voluntary Aided School the Religious Education provided is in conformity with the rites, practices and doctrines of the Church of England as laid down in the Trust Deed.
- The contribution of Religious Education to the implementation of our Mission Statement and the aims of the school is fundamental to the Christian education that we seek to provide.
- The school has adopted the R.E. Syllabus produced by the Blackburn Diocesan Board of Education and the North Lancashire District of the Methodist Church.
- The proportion of curriculum time allocated to the teaching of R.E. will aim to be 10% but no less than 5%
- Seventy per cent of the allocated curriculum time will be devoted to Christianity and thirty per cent to other faiths.
- Other faiths will be studied to 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. This will be taught within RE teaching and will be part of cross curricular teaching of RE supporting the spiritual, moral and cultural development of all our children.

- The Christian values and spiritual, moral, social and cultural development are intrinsic to the RE curriculum and should have a significant impact on learners.
- Some aspects of the collective worship in school serve to reinforce and enhance parts of the curriculum as they enrich one another, but this is additional to the learning that takes place in class.
- The school has strong links with its parish Church of St. Peter's. Visits are made to learn at first-hand about the worship, work of the Church and also the building. Visitors to the school, especially the vicar of St. Peter's contribute their specialist knowledge.



Aims and Principles

Within the context of our Church School, Religious Education will support children in developing their own beliefs, values and attitudes through an exploration of shared human experience and the place and significance of Christianity and other religions in the contemporary world, with such emphasis on Anglican beliefs and practices as is appropriate to the school situation. We seek to enable our children to

to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights. Through this we seek to contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Teaching and learning in RE makes a vital contribution towards the whole ethos of the school and Christian values underpin teaching and learning across the whole curriculum. Our Christian values: 'Love, Respect, Friendship, Peace, Trust and Compassion' lie at the heart of the life and work of St Peter's.

We aim to give our children a strong foundation of Christian values that will support them for the rest of their lives. How people are treated, valued and helped, whatever their status, should help children to develop their own beliefs, values and attitudes, whilst having respect for the beliefs and values of children and adults of different faiths. Through learning about God and experiencing ways of approaching Him, speaking to Him and listening to Him we hope that pupils will be able to develop their own personal relationship with God if they choose to do so.

The Christian ethos is embedded in our curriculum and RE works alongside other subjects and throughout our school community life to help foster the children's Spiritual, Moral, Social and Cultural development. The exploration of moral issues, of questions of right and wrong, and of Christian teaching on appropriate ways in which to live, will be developed within the programme of collective worship and RE and through all curriculum areas. Our curriculum is rooted in the Christian ethos and the British values we hold.

We seek to provide our children with opportunities 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.
- 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.;

Through this we seek to enable our children to:

- talk openly and freely about their own personal beliefs and practice;
- make excellent and appropriate progress in their knowledge and understanding of Christianity;
- Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- children/families from other faith backgrounds to understand and be encouraged in their faith;
- those with no religious background to be given an insight into what it means to be a person of faith;
- children of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

Understand links between behaviour and beliefs, including the teaching of the Gospel

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.

The majority of our R.E. teaching will focus on Christianity so that children develop a sound knowledge and understanding of the Christian faith. As they become aware that Christianity is a way of living, guiding choices and decisions, they will appreciate that the Christian Church is both a building for Worship and also a body of followers of Jesus. Through the teaching of other faiths, we aim to foster understanding and respect for the beliefs and values of people from different faith communities and those with no faith. Through both the teaching of RE and through our collective worship we aim to develop in our pupils a sense of wonder and awe at the beauty and power of the natural world and to reflect on what this reveals about the nature of God.



Teaching and Learning

At St Peter's we follow the Blackburn Diocese Board of Education Syllabus and Understanding Christianity which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2016. It is taught alongside the National Curriculum 2014. The syllabus from September 2022, is a digital resource and all staff will have individual access. An overview of how the syllabus is organised in school can be seen in the Scheme of Work. At Key Stages 1 and 2, the scheme is organised into a two year rolling programme followed by Years 1 and 2, Years 3 and 4 and Years 5 and 6. Early Year Foundation Stage children follow the syllabus outlined for the Early Years classes and this covers all the expected Early Learning Goals for PSED, Creative Development, Understanding of the World as outlined in the syllabus.

The scheme itself ensures that children can make good progress in their knowledge and understanding of R.E. Planning from the syllabus provides opportunities to explore shared human experiences, develop their own beliefs, values and attitudes, and learn about the place and significance of Christianity and other religions in the contemporary world and to experience Christianity as a living faith. Staff are aware that it is important for children to develop skills that will further enhance their learning and understanding. They are, therefore, expected to set tasks in their lessons that focus on developing the skills linked to 'Explore the text, Make a Connection, Discover the Impact and Dive Deeper' with a focus of discovery through our 'Big Questions'. These skills enable progression to be evidenced as set out on the 'Ladder of Achievement'. Staff will record and level work within their RE scrapbooks. This evidence will include written ideas and responses from the children and photographs to ensure that all opportunities are evident in all Key Stages.

Some classes contain children of mixed ages and all classes include children with differing abilities. The school considers it important that children are not prevented from gaining access to the knowledge and concepts in R.E. by virtue of limitations in their learning abilities. When designating tasks teachers will therefore consider how the children in their classes can best gain access to the material being studied, in relation to their age and aptitudes. It can be a positive advantage for younger or less able children to experience working with older or more-able pupils. Children with Special Educational Needs work at a level appropriate to their abilities within the lessons, and their needs are taken into consideration by the teacher while planning work.

A variety of approaches are used in this multi-faceted subject: listening, discussion, reading, researching, drawing, modelling, role-play and drama, movement, music, visiting, receiving visitors, being still, thinking and reflecting all have their place and are frequently observed in class assemblies, Christmas, Easter and Harvest presentations.



Assessment

Assessment incorporates observation of the processes involved, examination of the finished product and discussion with pupils. It is not the intention in RE to assess the pupil's beliefs or lack of them. It is, however, appropriate to judge the extent to which understanding of religion is based upon accurate knowledge and developed skills. Assessment will also seek to identify their capacity for expressing opinions and for discussing differing points of view in a suitable manner. This assessment will be carried out by noting oral responses, through written and pictorial work and through observation of attitudes which will be recorded in the RE scrap book and books.

Assessment opportunities are included when planning the individual units of work and are intended to be part of the teaching and learning process. Assessment sheets/Learning Maps are to be used for each unit of work and these are to be completed by the children and staff during the unit and the end of the unit.

Staff plan specific tasks based on the 'Ladder of Achievement' throughout the school year. One whole school task, plus at least one other, should be completed. The tasks focus on the skills to be developed and use the 'Ladder of Achievement', so that staff can build up a picture of individual children's ability and their acquisition of these skills. It is not the intention to allocate children a level in RE, as it is appreciated that they can have different levels for different skills.

The syllabus guides to expectations at the end of EYFS, Key Stage 1 and Key Stage 2. The syllabus has clear progression and expectations related to the suggested activities. Clear expectations and assessment opportunities are set in every unit of the syllabus including assessment statements. This ensures that staff are planning appropriate work. Reports to parents should make reference not only to the children's knowledge and understanding but also to the acquisition of skills.



Roles and Responsibilities

The Headteacher (Rachel Brown) is responsible for the implementation of the policy and the leader Jayne Tillotson/Elizabeth Simpson are responsible for monitoring the planning, teaching and assessing of the subject. A nominated Governor (Father Cornelius) is responsible for monitoring and evaluating the effectiveness of Religious Education within school.



Equal Opportunities

Religious Education should be accessible to all pupils. The religious backgrounds of the pupils will be taken into account, so that every child's faith community is acknowledged and respected. The teaching and learning approaches will be planned so that they enable all children to make maximum progress in the subject.



Resources

A budget is allocated each year for Religious Education, but this can vary in amount depending on the priorities for the whole school budget. The RE leaders are responsible for consulting staff and purchasing suitable resources. Resources also include trips outside the school building to support RE teaching. All resources are stored in the resource room. All classrooms have a designated RE area which includes a Christian symbol, Bible and all Religious Education displays have purple boards.

Considerable use is also made of St Peter's Church as a resource for learning about the building, worship and people involved in the life of the church. A school banner is displayed in school and used at monthly Church services. Reverend Rebecca willingly lends her services to help with Religious Education lessons in school or to support with enrichment opportunities within the wider curriculum.

Christian missionaries and members from the Muslim faith have also visited the school to talk to the children. Some of our own Muslim children are happy to lend support to other classes when they have been learning about different aspects of Islam, such as prayer or celebrations for Eid. Members of other faiths within the community have come in to talk to the children about their beliefs and practices.



Consultation, Management and Review

The RE leader is always willing to advise and support staff in delivering the scheme and in planning for assessment. Samples of levelled work are passed on to the leader for inclusion in the school portfolio. Staff meetings have been designated to RE to share samples of work and share practice. A regular allocated time is given to the leader for the monitoring and evaluation of RE, but time can be requested, as required for this purpose. Feedback is given to staff and the head teacher. Vision and Values committee (established in June 2019) meet termly to review, discuss and evaluate the Christian Distinctiveness of our school and effectiveness of Religious Education. This committee includes key stakeholders from the governing body. Diocesan Advisor visits school twice yearly to support, evaluate and review progress and standards.

Staff development needs are ascertained through staff audits and discussion with the leader and indicated in the School Development Plan. The scheme will be reviewed in line with the long term School Development Plan. Termly meetings for the planning of Religious Education take place and termly staff meetings linked to Religious Education take place from subject leads or advisor.

A SIAMs self-review shall be completed annually and kept updated by the Headteacher, SLT and subject leader for RE, through which the standard of RE within school shall be judged and shared with the member of the governing body responsible for RE. This will then inform the action plan for RE for the following academic year. The standard of RE will also be judged through our church school's inspection. (SIAMs Inspection)



Appendix – The legal requirements for Religious Education



Legal Requirements

Religious Education in Church Schools is governed by the 1996 and 1998 Education Act as well as by the Trust Deed of the school. The legislation requires Religious Education to be provided for all pupils. (1996 Education Act, Section 352) The type of Religious Education provided must be in accordance with the Trust Deed.



Parental Rights of withdrawal in a Voluntary Aided School

Parents may withdraw their children from Religious Education and a formal request made to the Headteacher. 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.



Complaints about the provision of Religious Education

It is hoped that any complaint will be resolved informally by the Headteacher. There is also provision for complaints to be heard by a Committee of the Governing Body, possibly with advice from the Diocese. However, if the complaint is still not satisfactorily resolved, then further procedures come into play and the matter will be adjudicated by a specially constituted sub-committee of the Diocesan Board of Education acting on behalf of the Bishop of the Diocese.

