Religious Education Policy

Date of Policy	Review Date	Policy Written by:	Date Shared with Staff	Date Shared with Local School Board
November 2026	No later than two years following publication of the policy	Mrs Selina Ratchford Mrs Katie Gray Mrs Anett Baxter (RE Lead)	November 2026	November 2026

This policy should be read in conjunction with other policies in school including: Collective Worship, PSHE, Teaching and Learning, Assessment, Marking and Feedback and other curriculum policies.

The Purpose of RE at Spalding St Paul's Primary School.

We teach RE as a core part of our school curriculum to help our pupils develop their religious literacy. We understand religious literacy to be:
"our pupils' ability to hold balanced and well-informed conversations about religion and worldviews".

Aims

RE at St Pauls' Primary School will be provided within the legal requirements. These are as follows:

- The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
- The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain.

Within this framework our aims in RE are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews;
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
  - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;
  - Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;
  - Reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.

The Context

Spalding St Paul's Primary School is part of a Multi-Academy Trust (C.I.T). We are a small, urban primary school catering for pupils aged 3 to 11 years. We have close links with the local church (St Paul's). Whilst attending St Paul's Primary School, children will learn about the different world faiths in Religious Education.

As a school we recognise the core place that RE occupies as part of a broad and balanced curriculum.

We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith practitioners from a range of world faiths and we value their contribution to our provision of engaging RE.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice, and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

Time Allocation

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2. This time is arranged as discrete hour-long lessons per week in a range of ways, including discrete weekly lessons and RE days.

RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals.

RE curriculum time does not include values lessons, collective worship or assembly.

Scheme of Work and Planning
Our RE Scheme of Work is based on the United Curriculum RE Syllabus. RE will be based around termly themes.

The United Curriculum for Religion & Worldviews provides all children, regardless of their background, with:

- Coherent and sequenced substantive knowledge of religion and worldviews represented in Britain and the wider world, selected to build pupils' understanding through three vertical concepts. These vertical concepts build a thematic narrative and provide context across diverse worldviews, as well as using small steps to help pupils gain a deep understanding of complex, abstract ideas:
    - Sacrifice: Giving something up for the benefit of someone else is a recurring concept across religious & non-religious worldviews and takes many different forms. What motivates human action and what are the societal and personal consequences?
    - Knowledge & Meaning: One of the unique qualities of human intelligence through time has been our quest for knowledge and meaning. How have religion and belief impacted on humanity's search for "Truth"? How do beliefs impact human behaviour? What is it reasonable to believe?
    - Human Context: Human beings exist in, and are influenced by, their place in time and their geographical, political and social context (Person, Time & Place). Everyone is different, so how have our diversities been influenced by our personal context? What influences a personal worldview?

- A Worldviews approach provides opportunities for all pupils to see themselves reflected in the curriculum, but also to be taken beyond their own experiences. The Religion & Worldviews curriculum teaches pupils about diversity within and between beliefs, cultures and worldviews from across the world, and seeks to teach the skills and knowledge to hold respectful and informed conversations about religion and belief; to be religiously literate.
- A conscious inclusion of vocabulary and substantive content that recognises the need to decolonise teaching materials in a meaningful and accessible way.
- A scholarly approach to the core disciplinary knowledge of theology, philosophy and social sciences, developing pupils' ability to hold the types of conversation and to apply the methods and processes of theologians, philosophers and social scientists.
- A curiosity and openminded approach to the worldviews of others and a reflective consciousness of their own worldview.

We carry out curriculum planning for RE in three phases (long-term, medium-term and short-term). The long-term plan maps the sequence of learning in RE; the medium-term plan gives details of each unit of study delivered to each Key Stage. The class teacher writes the plans for each lesson. These are discussed on an informal basis with the RE Subject Leader and form part of the annual monitoring process for RE teaching and learning.

Teaching and Learning
Spalding St Paul's Primary School encourages a range of teaching and learning styles in RE; our policy is to aim to ensure enquiry, art, drama, thinking skills, speaking and listening activities, multisensory activities, visits/visitors, Computing and other teaching strategies are used in order to enable each child to progress in RE according to their individual needs. We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone.

We provide an annual report on each child's progress in RE. This report will be based on regular monitoring of work in RE using a variety of methods, including verbal feedback, evidence folders and written comments on individual pieces of work.

Resources
We have invested in a wide range of appropriate books, artefacts, DVD resources, posters etc., and the RE Subject Leader audits these resources annually. We take advice from RE professionals on the best resources to support the delivery of high-quality RE.

Visits and Visitors
We consider that an essential element of the delivery of good quality RE is to engage with a range of religious and non-religious worldviews. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line with the programme of study for RE and provide pupils with the chance to encounter world religions as living faiths in modern Britain. We also encourage faith leaders and other members of faith communities to visit. These visits are arranged in accordance with the school's trips policy.

Monitoring and Review
The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. They will regular monitoring work in RE using a variety of methods, including verbal feedback, work in books and written comments on individual pieces of work. Their role is to support and hold accountable all members of staff involved in the delivery of RE.

Assessment
We reflect the latest advice and guidance on assessment in RE in our planning outcomes, ensuring that work is both matched to pupil need and enables progression. We report annually on the progress of each child in RE- this is included within their end of year report to Parents/Carers. This assessment will be based on regular monitoring of work in RE using a variety of methods, including verbal feedback, work in books and written comments on individual pieces of work.

Inclusion
Whole school policy with regards to SEND and differentiation applies to RE. Teachers ensure that the learning activities employed in RE are differentiated to meet a variety of learning needs. At Spalding St Paul's Primary School, we teach RE to all pupils, whatever their ability and individual needs. RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of all pupils and we take all reasonable steps to achieve this.

Withdrawal from RE
We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject.

Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the Headteacher. Should a parent/guardian request that their child be withdrawn from RE, we will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision.

If a pupil is withdrawn from RE lessons, the school is required to provide supervision but should not incur any additional cost in so doing. Any queries regarding withdrawal from RE should be directed to the Headteacher.

C.I.T
Where learning comes first