Sarum St Paul's Church of England (VA) Primary School

Religious Education Policy

Policy Written:	July 2023
Policy Reviewed:	July 2026
Next Review Date:	July 2029 (unless changes to curriculum or policy)

Key Personnel:

Role	**Name**
Headteacher	Hannah Easthope
RE Lead	Deb Gregory

Our Vision

Our school vision, "Rooted in Love, Growing Together" (Ephesians 3:17–18), is at the heart of Religious Education at Sarum St Paul's. Our Christian values of Love, Community, Courage and Growth shape the way we learn together, explore important questions and respond to the beliefs and experiences of others. Through RE, pupils develop knowledge and understanding of Christianity and other religions and worldviews, reflect on their own beliefs and values and grow in respect, empathy and curiosity. RE provides opportunities for spiritual reflection and encourages children to consider how they can live out our values in school and the wider community.

Rationale

Sarum St Paul's Primary School is a Church of England Voluntary Aided School and our Christian ethos is at the heart of the school. We acknowledge our Trust Deed and therefore believe Religious Education should have a high priority and status within the school. The school's governors and teachers, ensure the school upholds the Trust Deed and promotes strong links between the church, the school and the local community which reflects the distinctive Christian character of the school. As a school we adhere to the Local Agreed Syllabus and supplement it with material recommended by Salisbury Diocese.

Aims of Religious Education

At Sarum St. Paul's the teaching of RE reflects and reinforces the school's vision and ethos and will demonstrate the partnership between the conduct and content of the teaching and the ethos of the whole school based on the Christian values of love, courage , community and growth

At Sarum St. Paul's Primary School our aims for RE are to:

- Adopt an enquiry based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- Develop a deep understanding of our school vision, ethos and values.
- Develop a sense of awe, wonder and mystery.
- Nurture children's own spiritual development.

Legal Framework

At Sarum St. Pauls Primary School, our curriculum for RE meets the requirement of the 1988 Reform Act, which stipulates that RE is compulsory for all children including those in EYFS who are less than five years old.

At Sarum St Paul's parents have the legal right to withdraw their children from religious education lessons. However we believe RE is central to the life of the school so we would ask parents to discuss with the Headteacher any reasons for doing this.

Curriculum

The RE curriculum forms an important part of our school's spiritual, moral, social and cultural teaching. It also promotes education for citizenship. As a Voluntary Aided Church of England school, the Wiltshire Agreed Syllabus (2025) for RE is our statutory document for the teaching of RE. Our RE syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian and takes account of the teachings and practices of other major religions, including Islam, Judaism, Sanatana Dharma and Humanism.

Teaching and Learning

As with all subjects, we use a variety of teaching styles in order to be fully inclusive. We believe high quality teaching in RE allows children both to learn about religious traditions and to reflect on what religious ideas and concepts mean to them. The use of art, drama, music, story artefacts, discussion and questioning are all vehicles for effective teaching and learning in RE.

- Christianity is the major religion studied in our school. At least fifty percent of our RE teaching will be about Christianity. As a school we use the resource 'Understanding Christianity', as recommended by Salisbury Diocese. This scheme encourages knowledge based teaching and learning which promotes critical and evaluative thinking and personal spiritual development. The scheme is based on and builds upon seven Biblical concepts; God, Salvation, Incarnation, Kingdom of God, Creation, Gospel and the Fall. We believe it is important to draw on the richness and diversity of Christian experience in the breadth of its Anglican and other denominational forms, and in a worldwide forms.

- Church schools have a duty to foster an accurate and increasing understanding of world religions and world views. This insight into the world in which they are growing up in, will aid them to appreciate different faiths and encourage a deeper understanding of their own beliefs and practices. In order to achieve this we use 'The Emmanuel Project' to aid the planning and provision to teach other faiths within the school. In KS1 pupils focus on Judaism and Humanism and in KS2 pupils focus on Islam and Sanatana Dharma, Judaism and Humanism.

- At Sarum St. Paul's we believe RE is an important part of the whole education of the child and therefore threads throughout the curriculum. RE is taught weekly by class teachers. In addition to the RE whole school scheme additional lessons and RE theme days are planned during the year and led by staff and St. Paul's Church. These lessons and days provide rich and diverse experiences for pupils and staff to experience.

- A range of visitors and specialists will be invited to support the teaching of RE and opportunities to explore places of worship are planned where appropriate.

In EYFS RE is taught discreetly but is also links into Personal, Social and Emotional Development, Knowledge and Understanding of the World, Communication, Language and Literacy and Creative Development.

Planning

We ensure that the concepts covered in RE build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge, ensuring planned progression is built into the whole school plan which offers children increasing challenge as they move through the school.

Curriculum planning in RE is as follows:

- The long term whole school plan is reviewed annually. This shows units of work from 'Understanding Christianity' and 'The Emmanuel Project.' These units support the Wilshire Agreed Syllabus (2025)
- The medium-term plans outline the key question for the term and include planned progression and outcomes week by week.
- The short-term plan identifies the specific learning objectives and activities for each lesson.

In order to deliver the aims and expected standards of the syllabus effectively the recommendation is a minimum allocation of 5% of curriculum time for RE. At Sarum St. Paul's RE is a priority within the school so we exceed these statutory expectations.

Assessment and Reporting

- Pupil progress and attainment in RE is tracked and recorded termly on the school Insight tracker. This data will be regularly reviewed by the RE lead and Headteacher to ensure there is consistency across the school and reflects the other core subjects. The assessment is also communicated to new class teachers at the end of each academic year. Prior knowledge is clearly identified on our progression of substantive knowledge document.
- Pupils' individual RE books (or in floor books in EYFS and Year 1) reflect work from lessons and post and pre-unit assessments.
- RE progress and attainment will form part of pupils' annual report to parents.
- Ongoing and informal assessments are made during a lesson. We mark pupils' work on the basis of the learning objective and make comments as necessary. Evidence of work and the deepening of subject knowledge can be found in children's individual RE books or class floor books.

Subject Leadership, Monitoring and Review

- The teaching and learning of RE will be reviewed regularly by the Headteacher, the RE subject leader and governors by monitoring lessons, book scrutiny, questionnaires and pupil voice questioning. This practice will ensure high quality RE is being taught throughout the school. Strengths and areas for development will be highlighted and recorded in an impact report and regularly reviewed.
- The RE lead will ensure staff receive regular training and updates on subject developments through dedicated staff meeting time.