St Giles' C of E Primary School

RELIGIOUS EDUCATION POLICY

School Vision

'You must love one another as I have loved you.' John 13 v 34.

Working together with love we will provide a happy and nurturing environment where all will, **'learn to love and love to learn'**, making outstanding progress through an enriched and creative curriculum. Through our strong Christian ethos we will celebrate and embrace the richness of our community.

Learn to Love - Love to Learn
'You must love one another as I have loved you.' John 13 v 34

Mission Statement

At St Giles', where pupils and staff come from all faiths and none, Religious Education (RE) is a highly valued academic subject that enables understand of how religion and beliefs affect our lives. RE plays an important role in defining the school's distinctive Christian character. The subject is regarded as a core subject within the school's curriculum. As a Church school, our RE curriculum enables every child to live life in all its fullness. It will help educate for dignity and respect encouraging all to live well together. It has a vital role in developing and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation, understanding and deep respect of the integrity of other religious tradition and worldview and for the religious freedom of each person.

RE teaching at this school will be in line with the recommendations of the Statement of Entitlement for Church Schools, published by the Church of England Education Office.[1] Christianity will, therefore, be no less than 50% of RE curriculum time. The teaching of Christianity is core to the teaching of RE AT St Giles. However as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

Intent

At St Giles the principal aim of Religious Education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

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[1] The Church of England Education Office, *Religious Education in Church of England Schools A Statement of Entitlement*. (The Church of England Education Office, 2019), available at: https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf

Throughout their time at St Giles, our children will be given the opportunity to study a range of world religions and non-religious worldviews. As a school, we are committed to ensuring that our RE curriculum is based upon recent research. For this reason, our children will learn through the worldviews lens and the multi-disciplinary approach to RE. 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.

Pupils enter into a rich discourse about religious and non-religious traditions that have shaped Great Britain and the world. RE enables our pupils to take their place within a diverse multi-religious and multi-secular society. It is intellectually challenging and personally enriching. It affords pupils both the opportunity to see the religion and non-religion in the world, and the opportunity to make sense of their own place in that world.

All of our children will be given a range of opportunities to ask big questions about religion and belief, reflecting on their own ideas and ways of living. At St Giles, we believe that our RE curriculum should be challenging, exciting, thought provoking and interesting. We want to ensure that our children go out into the world understanding the differing views of the people that they will come into contact with.

Teaching therefore equips pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It develops pupil's aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. Pupils learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

Pupil Intent Statement:

RE explores big questions about life, to find out what people believe and what difference this makes to how they live. RE helps pupils to make sense of religion and belief, reflecting on their own ideas and ways of living.

The aims of Religious Education in our school are to enable pupils to:

- Have a rich substantive knowledge of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.
- Examine religions and worldviews through a variety of disciplines (theology, human science and philosophy). Pupils will gain knowledge and skills in making sense of religious texts and teachings and understanding their impact on the lives of believers, and have the ability to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experience.
- Engage with challenging questions of meaning and purpose raised by human existence and experience.
- 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.
- Explore their own religious, spiritual and philosophical ways living, believing and thinking.

Implementation

RE teaching follows the legal requirements of the Education Reform Act (1988), which places RE as part of the basic curriculum; a statutory subject which is an entitlement for all pupils. A minimum of 5% to a maximum of 10% of curriculum time will be dedicated to meeting explicitly RE objectives. Within this teaching allocation a minimum of 50% subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart. Our school curriculum for religious education meets the requirements of the 2014 National Curriculum. It makes contributions to the children's spiritual, moral, social and cultural development.

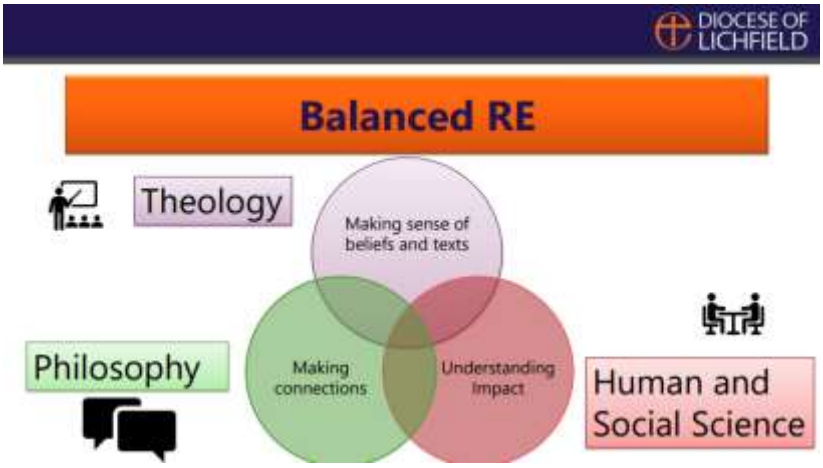
At St Giles, our curriculum has been designed with support from Lichfield Diocese to ensure that the Walsall SACRE Agreed Syllabus has been fully implemented alongside the Understanding Christianity resource.

This syllabus reflects a broad and inclusive curriculum, exploring religion and world views. This is achieved through studying one religion at a time (systematic units), and then including thematic units which build on the learning by comparing the religions, beliefs and practices discussed. This teaching and learning approach of the agreed syllabus has 3 core elements which are woven together to provide breadth and balance within teaching and learning about religions and beliefs. These elements are:

- **Making sense of beliefs and texts (theology)**
  - Identify, describe, explain and analyse beliefs and concepts in the context of living religions and non-religious worldviews, using appropriate vocabulary.
  - Developing skills of reading, reasoning, and interpretation of key text.
  - Examination of how ideas, traditions, and beliefs have developed over time.
  - Explore how the interpretation of ideas, traditions, and beliefs shape the way believers see the world.
  - Explain how and why these beliefs are understood in different ways, by individuals and within communities.
  - Examination of where ideas, traditions, and beliefs come from.

- **Making connections (philosophy)**
  - Pupils explore what the object of study is telling believers about the nature of goodness, how to make decisions and how to live a 'good' life.
  - Using our senses and reason to think about the world and to ask questions about it.
  - Examining implications of the ideas studies for pupils' understanding of self, world, and others.
  - Allowing time for pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking.
  - Using logic to reach conclusions about areas of study such as existence, reality, truth, and morality
  - Developing the bigger picture of thought, belief, and living.

- **Understanding the impact (human and social sciences)**
  - Explore and engage, through conversations and meaningful encounters, with the beliefs and worldviews of others.
  - Explore the impact of beliefs and worldviews on how people live and worship.
  - Explore the impact that beliefs and worldviews have on shaping culture and society today.
  - Understand the ways in which religions and beliefs influence people's understanding of power, gender, compassion, and so on.
  - Consider the nature of religion itself and the diverse ways in which people understand the term 'religion'.
  - Understand the lived and diverse reality of religions and worldviews.



Curriculum overview

At St Giles, we have a well sequenced RE curriculum (Appendix 1) that prepares pupils with the prior knowledge (content, concepts and vocabulary) they need for subsequent topics. This helps pupils integrate new knowledge into their existing knowledge and make enduring connections between content, ideas, and concepts. We know it is important for pupils to build up accurate knowledge of the complexity and diversity of global religions and non-religions. Our RE curriculum aims to provide children with a depth of knowledge with detailed content on which to build ideas, concepts and theories about religion and make sense of the bigger picture. Without this pupil are unlikely to see patterns, relationships or discrepancies that are hallmarks of more sophisticated thinking.

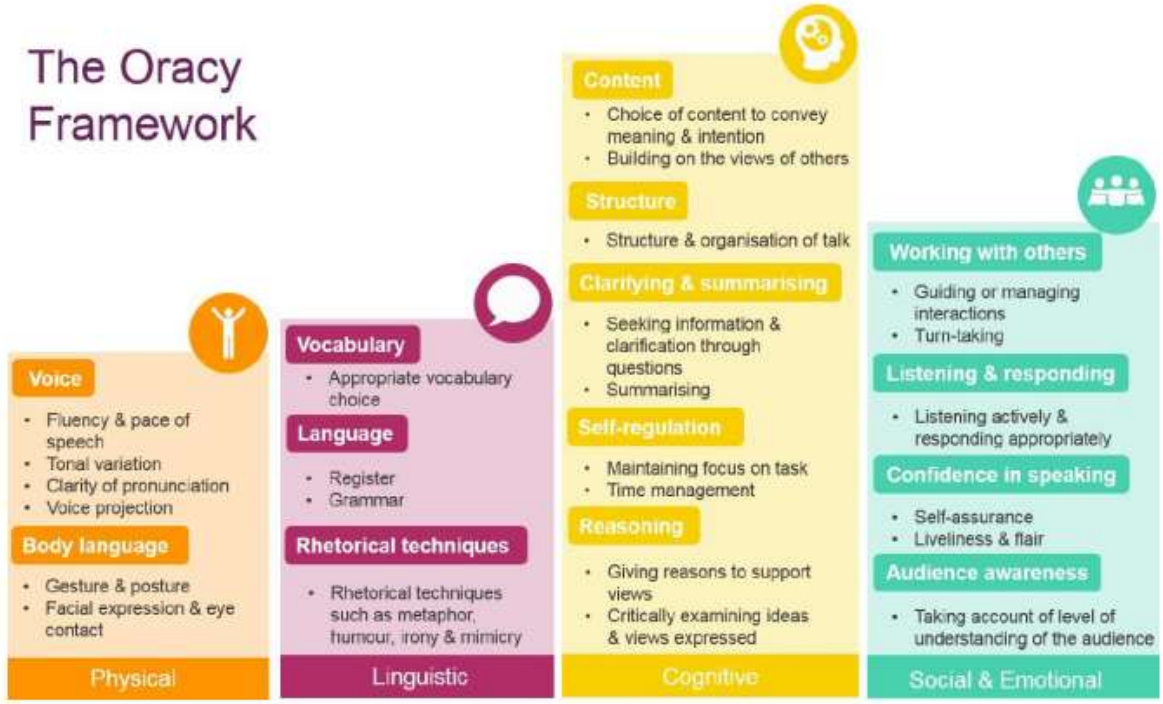
Staff have access to all resources and planning through locally agreed SACRE syllabus and Understanding Christianity. The resources and planning are of a very high quality and cover a broad and balanced curriculum which allows pupils to engage and to make sense of our complex multi-religious and multi-secular society. The school is also professional member of NATRE and ensures all staff have access to up to date research and resources to deepen children's understanding and recall prior learning.

Teachers make good use of holy texts/scripture, artefacts and artwork to stimulate and engage the children in RE lessons. The children are taught ambitious and correct vocabulary linked to theological themes and concepts, which they are able to use independently within their work. There is a focus on the school's values throughout the RE curriculum which allows the children to apply their learning and understanding in their local context.

The RE curriculum is also underpinned by the school's Oracy Policy. Staff will model using spoken language to develop understanding through identifying, describing, explaining and analysing beliefs and concepts in the context of living religions and non-religious worldviews, using appropriate vocabulary.

Children will be encouraged to speak audibly and fluently with an increasing command of Standard English, participating in discussions, presentations and demonstrations.

Staff will consistently use open ended questions to promote conversation.



In EYFS, pupils will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it. In KS1, Christianity and two other principal religions are studied (Sikhism and Islam), as well as considering non- religious views and studying thematic units. In KS2, Christianity and three other principal religions (Sikhism, Islam and Hinduism) are studied in depth as well as considering non-religious views and studying thematic units.

(Please see Appendix 1- **Religious Education Curriculum Overview)**

Impact

The curriculum design and planning will lead to outstanding progress for all pupils, regardless of their starting points, over time. Learning is progressive and builds on prior knowledge and understanding and supports children in producing outcomes of the highest quality.

The pupils at St Giles extend their knowledge and understanding of religion and worldviews, recognising their local, national and global contexts. They become encouraged to be curious and ask increasingly challenging questions regarding religion, faith, values, worldviews and human life. Pupils learn to express their own ideas and worldviews in response to the material they engage with and are able to give their own coherent reasons to support their ideas and views. Through their learning, pupils are given the opportunity to wonder about the world, explore connections between beliefs and practices studied and can reflect about religious and non-religious worldviews. Pupils can articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

As a result of high quality RE teaching, pupils at St Giles will:

- Be enthused by RE and the visits, workshops and visitors they have experienced. They will be engaged and active participants in lessons.
- Have a clear understanding of what RE is and the importance and value of studying the subject.
- Work in books and discussions with children will evidence understanding of the knowledge, skills, concepts and specialist vocabulary taught.
- Be able to talk confidently about the topics they have studied. The pupils will be religiously literate. They will be able to ccompare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives.
- Be able to describe different aspects of belonging to a religion, ask questions sensitively about the lives of believers, and reflect on decisions people make.
- Compare their own experience and identity with others – including believers, and be confident to explore their own spirituality and search for truth
- Work in books will be of the same high quality as that of other subjects, showing the same high expectations of staff and pupils.

Assessment

Teacher planning and delivery is driven by assessment in RE. Assessment criteria's are shared with pupils and stuck in their book at the beginning of each unit so every child knows what they have to achieve by the end of the unit (Appendix 2). Exceeding statement grids also encourage high-expectations and challenge.

Formative Assessment of RE

- Assessment for learning is continuous throughout the planning, teaching and learning cycle. Questioning is used as a tool to assess pupils understanding, elicit prior knowledge, to address misconceptions challenge more able learners. Pupils receive effective feedback through teacher assessment, both orally and through written feedback.
- Stretch and challenge questions are used to challenge more able learners by giving them opportunities to think more deeply about the concepts they are learning.
- Whilst marking work, teachers consider each individual pupils ability to respond to the lessons enquiry question and adapt further lessons as a result of this.

Summative Assessment of RE

- Summative assessments are completed at the end of each unit of work. Methods of assessment will vary as appropriate to the learning: quizzes, artwork, music, as well as written forms of assessment.
- Assessment opportunities and suggestions are provided through planning (Local Agreed Syllabus and Understanding Christianity). Summative assessments allow pupils to showcase their understanding and knowledge of the topic.
- Teachers use work produced in lessons, questioning and end of unit assessments to highlight the assessment grid for their topic; highlighting if a pupil is working below, working at or working beyond for each skill taught in their topic.
- Every term, after the children have been more formally assessed, class teachers will record progress data on the school tracking system – Insight. Children will be given an ARE judgement (Below, Expected, Above) based on their knowledge and understanding of the RE curriculum.

Resources

- Teachers should adapt the planning and resources provided by the locally agreed SACRE syllabus and Understanding Christianity to suit the needs of their class, creating their own as needed.
- Topic loan boxes of artefacts and books are provided for each topic and can be ordered from Wolverhampton Library Education Service. This allows pupils to handle and observe a range of artefacts to support their learning.
- Whereby artefacts cannot be sourced from the Library Education Service, quality websites are used to engage and support pupils understanding. These can be found on the school website.
- The school library holds an extensive range of non-fiction books for most of the topics taught. These are freely available for staff to access and display and share in classrooms.

Spiritual, moral, social and cultural development (SMSC)

In addition the subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development.

- Spiritual: Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
- Moral: Helping each pupil develop their own informed values.
- Social: Helping pupils understand some major forces shaping the values of our society.
- Cultural: Aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity.

Additional links will be found across the curriculum especially with personal, social, health and citizenship education (PSHCE) and British values.

RE can also make a positive contribution to enhancing creativity and enjoyment and ensure the well-being of all pupils.

Inclusion

Teaching and learning is adapted to cater for the needs of all pupils; providing support for children with special educational needs and enrichment and challenge for more able children. We aim to provide for all children so that they achieve as highly as they can in RE according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their progress and attainment. Teachers ensure that they plan and facilitate opportunities for learning at depth by providing suitable learning challenges.

(Refer to SEND Policy and Pupil Premium Policy)

Equal Opportunities

All children are provided with equal access to the RE curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

(Refer to 'Equalities and Cohesion Policy')

Monitoring and Review

RE is regularly monitored and reviewed through the School Improvement process by SLT and the subject lead. Not all aspects of monitoring methods take place each year but they include;

- *Book trawls*
- *Pupil Interviews*
- *Lesson observations*
- *Planning checks*
- *Learning Walks*

Role of the Subject Leader

The management of RE is given equal status with other core subjects in staffing, responsibility and resourcing. Pupil achievement in RE should equal or be better than comparable subjects. As a Church school we recognise that it should be a priority to build up staff expertise in RE.

The RE subject leader is responsible for:
• Producing a scheme of work for the school.
• Supporting colleagues in the detailed planning and delivery of RE provision.
• Ensuring Religious Education has status within the school.
• Keeping in touch with subject developments and disseminating information as appropriate
• Auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff.
• Undertaking personal development and subject training and ensuring provision for staff INSET
• Monitoring RE provision, practice and outcomes.
• Ensuring rigorous systems of assessment are in place in line with the Agreed Syllabus
• Creating the RE Development Plan and ensuring its regular review.
• Accountability for RE standards in the school.
• Meeting with member of the Diocesan RE advisory team when possible RE outcomes for pupils.

The subject leader has specially-allocated time for fulfilling the task of reviewing samples of children's work, training, liaising with other subject leaders from other schools and organising science week. The subject coordinator is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards.

Right to withdrawal - see appendix 3

At St Giles CE Primary School we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects. Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parents beliefs and values.

Updated November 2025

To be reviewed November 2027



Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Appendices

Appendix 1: Religious Education Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Walsall Syllabus: Being special: where do we belong?	UC Incarnation: Why is Christmas special for Christians?	Walsall Syllabus: Special Stories: What stories are special and why?	UC Salvation: Why is Easter special to Christians?	UC Creation: Why is the word 'God' so important to Christians?	Walsall Syllabus: Special Places: What places are special and why?
Y1	UC Creation: Who do Christians say made the world?	UC Incarnation: Why does Christmas matter to Christians?	Walsall Agreed Syllabus Y1D: Beginning to learn from Sikhism (Part 1)	UC Gospel: What is the 'good news' Christians believe Jesus brings?	Walsall Agreed Syllabus Y1D: Beginning to learn from Sikhism (Part 2)	Walsall Syllabus: Y1A: How do people celebrate? Baby, wedding, birthday?
Y2	Walsall Syllabus: Y2C: Beginning to learn from Islam (Part 1)	Walsall Syllabus: Y2A: A world of festivals: Who celebrates what and why?	Walsall Syllabus: Y2C: Beginning to learn from Islam (Part 2)	UC Salvation: Why does Easter matter to Christians?	UC God: What do Christians believe God is like?	Walsall Syllabus: Y2D: questions that puzzle us
Y3	UC Creation: What do Christians learn from the Creation story?	Walsall Syllabus Y4A: What is it like to be a Hindu?	Walsall Syllabus Y3B: Why are holy books important?	UC Gospel: What kind of world did Jesus want?	UC People of God: What is it like for someone to follow God?	Y3C: Why do people make pilgrimages?
Y4	Walsall Syllabus: Y4B: Muslim Ways of Living: Keeping 5 pillars (Part 1)	UC Incarnation: What is the 'Trinity' and why is it important for Christians?	Walsall Syllabus Y3A: Holy Buildings and Sacred Space: Visiting places of worship	UC Salvation: Why do Christians call the day Jesus died 'Good Friday'?	UC Kingdom of God: For Christians, when Jesus left, what was the impact of Pentecost?	Walsall Syllabus: Y4C: Christian and Hindu beliefs and questions on life's journey
Y5	UC God: What does it mean if Christians believe God is holy and loving?	UC Incarnation: Why do Christians believe Jesus was the Messiah?	Walsall Syllabus Y5B: Commitments and meanings – Hindu, Muslim, Christian	UC People of God: How can following God bring freedom and justice?	UC Gospel: Christians and how to live: 'What would Jesus do?'	Walsall Syllabus Y5C: Respect for all: what will make Walsall a more respectful place? Anti-Racist RE
Y6	Walsall Syllabus: Y6A: Exploring Key Leaders – Sikhs and Hindus	Walsall Syllabus Y6B: What matters most? Christians and Humanists	UC Creation: Creation and science: conflicting or complementary?	UC Salvation: What do Christians believe Jesus did to 'save' people?	UC Kingdom of God: For Christians, what kind of King is Jesus?	Y6D: How do we express spiritual ideas through the arts?

Walsall Syllabus	UC God	UC Creation	UC Incarnation	UC Gospel	UC Salvation	UC Kingdom of God	UC People of God	Islam	Sikhism	Hinduism	Non-Religious Worldviews: Humanism

Appendix 2: Assessment grid (example)

<table>
<tr><td>Key Stage
Lower KS2</td><td colspan="2">Core Concept: Creation/Fall

Question: What do Christians learn form the creation story?</td></tr>
<tr><td></td><td colspan="2">Core Curriculum content:</td></tr>
<tr><td>Knowledge and understanding is</td><td colspan="2">Secure /Expected


• Pupils know that Christians believe that although God made the world the Bible tells in Genesis 3 how humans spoiled that friendship with God, and that Christians call this the Fall.
• Pupils know the story of Adam and Eve including Gods command not to eat the fruit, the serpent tempting Eve, Adam and Eve hiding from God, Adam and Eve expelled from paradise.
• Pupils know that Christians believe that God wants to help people to get close to him again. He gives them guidelines such as the 10 commandments and offers forgiveness when they fall short.
• Pupils understand that many Christians believe they are asked to be stewards or caretakers of God's creation and they know about examples where Christians have tried to put this idea in to practice e.g. Forest Churches, A Rocha movement.
• They know that some people don't believe that God made the world.</td></tr>
<tr><td>Pupils</td><td colspan="2">TM JC LW NL NS</td></tr>
<tr><td>Knowledge and understanding is</td><td>Developing/Emerging

Pupils know that Christians believe that although God made the world humans spoiled that friendship with God, and that Christians call this the Fall.
Pupils are aware of the story of Adam and Eve but cannot give the detail.
Pupils know that Christians believe that God gives guidelines such as the 10 commandments and offers forgiveness when they fall short.
Pupils understand that many Christians believe they should be stewards or caretakers of God's creation.</td><td>Excelling

Using this knowledge and understanding pupils can raise relevant questions in response to their enquiry into the Christian concept of creation and Fall. Pupils are able to discuss the story of Adam and Eve and explore their own ideas about what this story may have to say about human nature. They can make a connection between the Genesis 3 story and the parable of the Lost Son. They can locate this in the 'Big Story' of Christainity</td></tr>
<tr><td>Pupils</td><td>NF TF</td><td>NS</td></tr>
</table>

Appendix 3: Guidance for schools and academies on the right to withdrawal from Religious Education March 2017

The government guidance Religious Education in English schools: Non-statutory guidance 2010 states that: Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school (including those in the sixth form), except for those withdraws by their parents (or withdrawing themselves if they are aged 18 or over)

In voluntary controlled schools and academies, religious education must be provided in accordance with the local Agreed Syllabus provided by the SACRE (Standing Advisory Council for Religious Education) of the local authority in which the school is situated. In voluntary aided schools and academies, the decision on the content of religious education rests with the Governing Body, and should be in line with the Trust Deeds of the school.

In all forms of church school, the religious education provided should contribute to the Christian character of the school, and this is in aspect of the school's work which is subject to the Statutory Inspection of Anglican and Methodist Schools (SIAMS), whether VC, VA or academy. Parents have the legal right to withdraw their children form religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship. (Non-statutory Guidance 2010)

Any parent considering withdrawal must contact the Headteacher / Principal to discuss any concerns relating to the policy, provision and practice of religious education at the school. Managing the Right of Withdrawal It is important that the school makes clear on its website and through other forms of communication, the RE syllabus being taught in school. There needs to be a clear understanding of the relevance of the RE curriculum and how it respects pupils own beliefs. It is good practice to review requests to withdraw from RE and collective worship annually.

Consideration needs to be given to:

- Whether the parents wish their children to be withdrawn from the whole of the subject or specific parts of it.
- Parents can withdraw their child from a specific activity, such as a visit to a place of worship, and not withdraw their child from the remainder of the RE.
- Where pupils are withdrawn from RE or collective worship, schools have a duty to supervise them, though not to provide additional teaching or incur extra cost.
- Where a pupil has been withdrawn from RE, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive.