



St Wilfrid's CE Primary School
Religious Education Policy

Approved:	Autumn 2024
Next Review:	Autumn 2026

Statement of Intent

At St Wilfrid's CE Primary School, our vision is 'learning and growing together; living life in all its fullness' (John 15:1-17, John 10:10). Our school is a nurturing Christian environment where children develop their own values and beliefs, promoting respect, kindness, and understanding of different faiths and worldviews.

We believe that RE plays a fundamental role in equipping children for life in a diverse and multi-faith society. Our curriculum is broad, balanced, and inclusive, encouraging critical thinking, reflection, and personal growth. It enables pupils to make informed decisions, respect differing viewpoints, and confidently express their own beliefs.

Our RE curriculum explores world faiths and belief systems, highlighting commonalities and differences. It creates a sense of belonging, encourages awareness of diversity, and promotes sensitivity to the challenges different perspectives can present. Above all, we want our children to enjoy RE, developing resilience against stereotypes and division. RE lessons provide a safe but challenging space where difficult and thought-provoking questions can be explored with respect and curiosity.

As a Church of England school, we are committed to strong links with St Wilfrid's Church and other local churches. Our aim is to provide children with a deep sense of community and belonging, while also preparing them to thrive in an ever-changing, multicultural world.

Legal Framework

Our RE curriculum adheres to the Nottinghamshire Agreed Syllabus for RE (2021-2026) and incorporates Understanding Christianity, ensuring a coherent approach to teaching Christianity alongside other world religions.

The Right of Withdrawal

Parents and carers have the legal right to withdraw their child, either wholly or partially, from Religious Education. The school will proactively share information about the Religious Education curriculum and how it is taught. Parents or carers who wish to exercise their right of withdrawal are asked to inform the headteacher.

Roles and Responsibilities

Subject Leader

The subject leader is responsible for:

- Developing and reviewing RE policy and long-term plans.
- Monitoring the teaching and learning of RE.
- Supporting staff in delivering high-quality RE lessons.
- Ensuring continuity and progression across year groups.
- Managing RE resources and conducting audits.
- Leading staff training and CPD opportunities.
- Liaising with local churches and faith communities.
- Monitoring assessment data and setting priorities for improvement.
- Class Teachers

Class teachers are responsible for:

- Planning and delivering engaging RE lessons.
- Ensuring pupils progress in their understanding of religious education.
- Liaising with the subject leader regarding resources and support.
- Monitoring and assessing pupils' learning.
- Reporting any concerns to the subject leader or SLT.

SENCO (Special Educational Needs Co-ordinator)

The SENCO ensures that:

- Pupils with SEND have access to an inclusive RE curriculum.
- Staff receive training and guidance on adapting RE lessons.
- Teaching assistants are deployed effectively to support learning.

- RE Curriculum Overview
- The RE curriculum follows a structured long-term plan, ensuring progression and depth of learning.

Phase of Learning	Religions Studied in Depth
Foundation Stage 2	Christianity as a Global Religion and an introduction to other faiths within the local community.
Key Stage 1	Christianity as a Global Religion and Judaism.
Key Stage 2	Christianity as a Global Religion, Hinduism, Judaism, and Islam.
Our curriculum is enriched with visits to places of worship and guest speakers from different faith communities, giving pupils real-life encounters with diverse religious traditions.	

Teaching and Learning in RE

At St Wilfrid's, RE is a lively and engaging subject. We use a variety of teaching methods to make learning meaningful and memorable, including:

- Art, music, and drama to explore religious stories and traditions.
- Discussion and debate to encourage critical thinking.
- Use of artefacts, pictures, and storytelling to bring faiths to life.
- Opportunities for stillness, reflection, and meditation.
- RE lessons are taught regularly in line with statutory requirements. Learning may take place through weekly lessons or dedicated RE blocks to provide a deep and immersive experience.

How RE Supports the School's Christian Values

Our Christian values underpin all aspects of school life, and RE plays a key role in helping children understand and live out these values.

Value	Biblical	Connection to RE
Kindness	1 Colossians 3:12 – "Therefore, as God's chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience." "Reference"	RE encourages kindness by exploring how different faiths teach love and respect for others.
Love	1 Corinthians 13:4-7 – "Love is patient, love is kind. It does not envy, it does not boast, it is not proud... It always protects, always trusts, always hopes, always perseveres."	Pupils learn about love and forgiveness in different religious traditions.
Respect	1 Peter 2:17 – "Show proper respect to everyone, love the family of believers, fear God, honour the emperor."	RE promotes respect for all beliefs and cultures.
Faith	1 Corinthians 16:13 – "Be on your guard; stand firm in the faith; be courageous; be strong."	RE deepens pupils' understanding of faith and belief.
Resilience	Romans 5:3-4 – "Not only so, but we also glory in our sufferings, because we know that suffering produces resilience; resilience, character; and character, hope."	Pupils develop resilience by tackling challenging ethical and theological questions.

Joy	John 15:10-11 – "If you keep my commands, you will remain in my love... I have told you this so that my joy may be in you and that your joy may be complete."	RE celebrates the joy found in faith and spirituality. RE also supports British Values, encouraging democracy, individual liberty, the rule of law, mutual respect, and tolerance.
-----	---------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assessment and Reporting

Pupils' progress in RE is assessed through:

- Discussions and questioning.
- Reviewing written and creative work.
- Self-reflection and peer feedback.
- Observing participation in discussions and activities.
- Teachers use formative assessment to inform planning and ensure pupils meet learning objectives.
- Formal pre and post assessment opportunities.

Equal Opportunities in RE

- All pupils have equal access to the RE curriculum, regardless of gender, ability, or background.
- Lessons reflect a diverse range of cultures and perspectives.
- Where needed, lessons are adapted to meet individual needs.

Monitoring and Evaluation

The headteacher and subject leader monitor RE through:

- Lesson observations and learning walks.
- Work scrutiny and planning reviews.
- Pupil discussions and feedback.
- Analysing assessment data.
- They also contribute to the SIAMS self-evaluation process, ensuring RE supports the school's distinctive Christian character.

Governance and Leadership Responsibilities

The governing body and headteacher ensure that:

- RE is well-led and effectively managed.
- Staff receive high-quality training in RE.
- RE is well-resourced and timetabled appropriately.
- Parents are informed about the RE curriculum and their right to withdraw.