

St Paul's CE (VC) First School

Coven



Religious Education Policy

March 2025






At St Paul's, our welcoming Christian community, accepts and enables all to flourish to achieve their God-given potential. We develop independent and resilient learners, who lovingly respect each other with care and kindness. All are invited to make a difference in the world in which they live following in the footsteps and teachings of Jesus Christ.

"Love your neighbour as yourself." - Luke 10:27



St Paul's First School, Coven

RE Policy

Comments:	Written in January 2020 by A. Pope Review at least annually
Signed:	 A. Hyett, Chair of Governors, 27/1/2020
Reviewed:	 L. Knight, Chair of Governors, 22/3/2021
Reviewed:	 L. Knight, Chair of Governors, 14/3/2022
Reviewed:	 L. Knight, Chair of Governors, 21/3/2023
Reviewed:	 J. Sawyer, Chair of Governors, 12/03/2025

Introduction

Religious Education is an integral subject and is an important part of our broad and balanced curriculum at St Paul's First School. As a Church school we pride ourselves on our exciting and rigorous RE curriculum.

Through our RE curriculum, we provide opportunities to develop children's knowledge and understanding of Christianity and world religions. We also encourage children to reflect on the challenging questions that religion sometimes provokes. As we are a church school, Religious Education has a special place in the curriculum in raising awareness of shared values and beliefs including the ongoing links with the church and community. Religious Education provides children with the opportunity to communicate their own questions, experiences and spiritual insights, to learn to value themselves, others and those things which are sacred or special to them.

As a school, we follow Understanding Christianity to ensure a deepened curriculum is taught to all children. From the Autumn Term 2022, we have implemented a philosophical question alongside the RE focus. This is to provide children with plenty of opportunity to be reflective and discuss thoughts and opinions on a range of interesting topics. There is often no 'right or wrong' answer in philosophy, enabling children to really open up and consider a range of views. An example of a philosophical question from the Year 2 curriculum is: 'Is it our job to look after the world?'. On review, the philosophical questions have enabled our children to flourish as members of a community and think deeply about worldly matters without the need to be correct.

The implementation of this policy is the responsibility of all members of staff.

Entitlement

All children at St Paul's will have access to Religious Education at an appropriate level. In the Foundation Stage this varies from other year groups and is often taught through continuous provision, adult-led activities, class worship and story times.

All registered pupils in the school are entitled to receive good Religious Education lessons which are creative, engaging, thought provoking and enhance children's understanding.

Parents have the right to withdraw their child from Religious Education. However, this decision must be not taken lightly and should be carefully considered. Parents considering withdrawing their child from this subject are asked to discuss this first with the Head teacher and the RE lead who will require written notification of a request for withdrawal. As this is a church school, it is expected that all children will participate in Religious Education. All parents considering this are expected to meet with the Headteacher and RE Lead to discuss options.

Implementation

The planning and teaching of Religious Education is the responsibility of the class teacher. The RE lead can offer support and/or guidance to the class teacher if necessary.

Understanding Christianity is predominately used throughout the school to ensure a range of key questions are posed to the children. These questions will get progressively harder as the children move through the key stages as children will be encouraged to think deeper.

RE is taught each half term through a block week. Each half term years 1 to 4 will have a themed RE week where are the learning that week (except 1 hour for Maths) will have an RE focus. This included English and Reading. This way, the children experience more and have a substantial amount of knowledge based on the key question.

Religious Education is taught as a separate subject but where appropriate, cross-curricular links will be developed in order to provide a meaningful context for learning.

RE lessons are creative and engaging to ensure all children are challenged appropriately. Class teachers consider the range of abilities in each classroom and will differentiate work to meet the needs of all children.

The Foundation Stage pupils have access to the Religious Education curriculum through working to the objectives outlined in the Foundation Stage curriculum.

Pupils will use their senses to further their development and opportunities will be provided to develop children's ideas, competence, skills, knowledge, concepts, understanding, attitudes and expression. The Foundation Stage often uses stories to help children understand many religious beliefs and behaviours.

A variety of resources are available to support the Religious Education curriculum including books, posters, videos and artefacts. Whilst following Understanding Christianity, a resource file is available for all year groups to use.

Retrieval practice takes place in the form of 'prior learning' tasks at the start of all lessons and a minimum of twice in between RE weeks to ensure that knowledge and understanding is embedded.

In some instances, visiting speakers perhaps from the local church will visit school to speak to the children about their RE learning.

Personal, Social and Health Education is integrated and addressed as appropriate within the Religious Education curriculum and in wider areas of the curriculum.

When appropriate, parents will be informed about work carried out in school including cross-curricular themes. Parents may also be invited in to school for specific workshops that link with RE and other subjects. This is to celebrate successes and achievements and to support the values and religious beliefs of the school and community.

Spirituality

At St Paul's, we recognise that, there is no universal definition of 'spirituality', because it is a very personal experience. It differs from person to person, and often spirituality changes within people during their lifetime. Luke 2:52 states that Jesus, the example and inspiration for Christians, 'grew in wisdom and in stature and in favour with God and all the people', as he developed as a young man. This verse suggests he developed the academic wisdom of his mind, his physical body and also as a social and spiritual being.

At St Paul's we strive to develop the body, mind and spirit of our school community, to enable them to become fully rounded individuals.

As a first school it is important that we use age appropriate language to define spirituality as to not overwhelm or confuse the children, so when talking to our children we will refer to Spirituality as:

- A sense of awe and wonder
- Care for nature and living things
- Wanting to love and to be loved by people
- What makes us happy (whole)

Spirituality was officially launched in February 2025.

Health and Safety

All children are made aware of any relevant health and safety issues relating to activities carried out in Religious Education. Any school activities connected with Religious Education are carried out in accordance with the guidelines in the agreed school Health and Safety Policy.

Equal Opportunities

Activities in Religious Education are planned out in accordance with the agreed school Equal Opportunities Policy and in such a way as to encourage the full and active participation by all pupils.

All pupils should be able to feel secure in their study of Religious Education, whatever the religious or non-religious tradition of their home.

All children have the opportunity to share their own personal religious views. This is carried out in the safety of classrooms enabling all children to feel secure and listened to.

Assessment

Assessment is carried out in line with the agreed school Assessment Policy. Assessments are mainly formative and are made over a period of time.

At the end of each key question, children in years 1 to 4 will be asked to complete an assessment task. This could be based on a role play, pictures, a written task or based on vocabulary. This assessment ensures that children are ready to progress on to the next key question.

Evidence of RE will be kept in RE books where children will produce the majority of their work. If children complete any artwork based on RE, photographs will be taken and kept in the books.

At the end of each academic year, any areas of particular strength or areas for development are formally recorded on pupils' records, for example school reports. The Foundation Stage Profile is used to make formative and summative assessments during the Nursery and Reception Year.

The children will all be given opportunities within lessons to reflect on their RE focus ensuring that all children are fully equipped to answer the big question at the end of the week and at different points throughout the term where revisit sessions are planned.

Reporting to Parents

Parents are kept well informed about their child's attainment and progress. Two formal parents' evenings are organised each year as well as a drop in session at the end of the school year. Here class teachers can discuss how their child is getting on in RE. In addition to this, a full written report, detailing progress, is given yearly where any comments can be made based on this subject.

The school operates a system whereby parents are welcome to make an appointment to see their child's work and discuss this with them. Parents may request an appointment to see their child's teacher at any point throughout the year. Parents have access to teacher's email addresses and can use these to contact them in necessary. At St Paul's we have an open door policy for parents.

Liaison

The RE Subject Leader has liaised with staff providing long term plans, advice on planning. Staff meetings may also be put in place throughout the year to ensure all staff are informed of any changes to RE.

Records of pupils' progress are passed to the receiving teacher within St Paul's at the end of each academic year via the child's end of year report.

Monitoring - Subject Leadership

The RE Subject Leader will regularly monitor the quality of RE throughout the school. This monitoring may include; learning walks, book scrutinies, planning meetings, team teaching and pupil voice.

The subject will also be monitored in terms of coverage, continuity and progression to ensure that all children are receiving the best possible Religious education.

The RE subject leader will ensure that her subject knowledge and expertise are kept up to date by means of regular training. With this, the RE subject leader will ensure that staff receive adequate training in the teaching and assessment of RE.

The RE subject leader will liaise with the governor who holds responsibility for RE and they will report regularly to the governing body on progress and attainment in RE.

Review

The Religious Education Policy is to be reviewed on a regular basis as scheduled in the School Development Plan.

Signed: 

March 2025 A.Pope