



St. Saviour's Church of England Junior School

Religious Education Policy July 2025

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Policy:	Religious Education Policy
Review Period:	Annual
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Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together
(Religious Education Statement of Entitlement February 2019)

Christian Vision

St. Saviour's fosters a strong sense of community and belonging. We instil a sense of calmness within our school environment, just as Jesus calmed the storm, which we believe extends into the wider community. Our progressive curriculum exposes children to new experiences which gives every child the opportunity to achieve their potential. Through these principles, we seek to create an inclusive and supportive space where all individuals feel valued and journey with us through the storm and calm of life.

Christian Values

Christian values inform our actions and thoughts on a daily basis.

Community, Consideration, Courage

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

How is this policy a reflection of our vision and values?

Through the teaching of Religious Education we aim to foster an inclusive environment where children understand their own religion and the religion of others. When children understand the religion of others and have a good understanding of their own religion, they are more likely to act with Consideration.

Introduction

At St Saviour's C of E Primary School, we provide a Religious Education (RE) curriculum that is purposeful, diverse, and engaging. It provides learners with a deep understanding and knowledge of various faiths and world views. As a church school, the teaching of Christianity is central to our RE curriculum. Through the *Understanding Christianity* resource, we use an enquiry-based approach that explores key theological concepts while encouraging pupils to reflect on their own understanding of the world as part of developing their religious literacy. The Kent Locally Agreed Syllabus, supported by resources from the Dioceses of Canterbury, enables us to learn about other religions and world views, promoting consideration and a global community. Our RE curriculum is closely aligned with our Christian values and vision, playing a vital role in pupils' spiritual, moral, social, and cultural (SMSC) development. We offer a wide range of opportunities for learners to courageously challenge, explore and connect the faiths and world views they study.

AIMS AND OBJECTIVES

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To 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.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Curriculum for Religious Education

Religious Education (RE) holds a prominent place in our school curriculum and is regarded as a key academic subject. Senior leaders prioritise RE, ensuring that its teaching, learning, and resourcing are on par with other core subjects.

Our RE curriculum is integral to expressing our distinctive Christian vision, aiming to enable all pupils to flourish. At the same time, it contributes meaningfully to pupils'

spiritual, moral, social, and cultural development, as well as to the promotion of British values.

Key features of our RE curriculum include:

- **Rich Knowledge and Understanding:** Pupils gain a deep and comprehensive understanding of Christian beliefs and practices, recognising both their unique and diverse aspects. They engage with biblical texts and theological ideas to enrich this understanding.
- **Religious Literacy:** Through a balanced approach across theology, philosophy, and human sciences, pupils develop religious literacy—enabling them to hold well-informed, balanced conversations about religion and belief.
- **Engaging and Inclusive Learning:** Lessons are delivered in an objective, critical, and pluralistic way that challenges and inspires all pupils. Core concepts and essential questions are explored through meaningful dialogue with a variety of religions and worldviews.
- **Exploration of Identity and Belief:** Pupils study foundational texts, beliefs, rituals, and practices across a range of religious and non-religious worldviews, learning how these elements shape identity.
- **Academic Support and Challenge:** The curriculum is designed to meet the full spectrum of pupil abilities. It uses diverse teaching and learning strategies that take into account task design, outcomes, resources, support, and groupings tailored to pupils' needs. Lessons are age-appropriate, stimulating, and sufficiently challenging—supporting those who need help while extending the most able.
- **Cross-Curricular Contribution:** RE supports the development of skills relevant to other subjects, such as literacy, empathy, and the ability to articulate thoughts, feelings, and personal beliefs.
- **Inclusive and Respectful Dialogue:** All pupils are encouraged to contribute by drawing on their own experiences and beliefs. Their voices are valued as part of a respectful and inclusive learning environment.

Curriculum balance and time

Reflecting the school's trust deed or academy funding agreement parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4 (see appendix for curriculum overview).

Schools must take note that the RE entitlement is totally separate from requirements for collective worship. Collective worship must not be considered curriculum time for RE or the teaching of RE.

TEACHING AND LEARNING

We use a variety of teaching and learning styles in Religious Education, basing our lessons on the agreed Diocesan syllabus. We primarily use the national 'Understanding Christianity' scheme of work and refer back to our Diocese plans for other faiths and world views.

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts.
- Interpreting information from different sources.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits and visitors.
- Taking time for reflection.
- Differentiation to meet the needs of all learners, including SEND and EAL pupils

PLANNING

The long-term planning of Religion involves a whole school approach using the agreed Diocesan syllabus and scheme of work and 'Understanding Christianity'.

The medium-term planning is led by the R.E. co-ordinator Mr Bealing. Each teacher has access, on the shared drive, to the scheme of work, detailing the units and objectives to be taught in the coming terms.

Short term planning is the responsibility of the class teacher, these plans are stored on the shared drive and monitored by the Headteacher / R.E subject leader on a regular basis.

ASSESSMENT

This is both informal and formative - through general observation of children - their involvement in activities - their contribution to discussion, and a formal/summative assessment during and at the end of each unit.

These assessments include:

- Exploring the big question before the unit and revisiting it to answer at the end of a unit.
- Responding to feedback marking in line with the school's marking policy.
- Quiz style questions during the lesson.
- Reflection style questions using Windows, Mirrors and Doors to progress children's spiritual development.

Children's attainment is compared with National Curriculum attainment targets using the Canterbury Diocese assessment grids. These assessments are saved on a shared drive for access by the RE co-ordinator and next year's teacher.

CHILDREN WITH SPECIAL NEEDS

Teachers are guided by the programme set out in the scheme and match tasks appropriate to the needs of each child. These can range from challenging to very simple and direct.

Much of the work in Religious Education involves discussion, drama and reflection and every child's contribution is valued.

Role of subject leader

1. Curriculum Leadership

- Ensure that RE is taught in line with the **Church of England Education Office's Statement of Entitlement**.
- Design, monitor, and evaluate a **high-quality, broad and balanced RE curriculum** that reflects theological, philosophical, and human/social science disciplines.
- Ensure that **Christianity is the majority religion studied**, while also enabling pupils to engage with a range of other faiths and worldviews.

2. Promoting Religious Literacy

- Support pupils in developing **religious literacy**, enabling them to discuss and understand complex beliefs and practices respectfully and thoughtfully.
- Encourage critical thinking, deep questioning, and personal reflection.

3. Supporting School Vision and Ethos

- Embed the **distinctively Christian vision** of the school into the RE curriculum and teaching.
- Promote RE as a key part of pupils' **spiritual, moral, social and cultural (SMSC)** development and their understanding of **British values**.

4. Teaching and Learning

- Model and support **excellent RE teaching** through team teaching, mentoring, or providing CPD for staff.
- Monitor the quality of RE teaching and learning across the school through lesson observations, work scrutiny, pupil voice, and assessment data.

5. Assessment and Progress

- Develop and implement effective **assessment strategies** for RE.
- Track pupil progress in RE and use this data to inform curriculum planning and intervention.

6. Staff Development

- Provide **ongoing training** and professional development opportunities for colleagues in RE.
- Support teachers in developing **subject knowledge** and confidence in delivering high-quality RE lessons.

7. Collective Worship Collaboration

- Work closely with leaders of **Collective Worship** to ensure that RE and worship are distinct yet complementary in developing pupils' spirituality.

8. Community and Church Links

- Foster strong relationships with **local clergy, church communities**, and external faith organisations.
- Promote engagement in **local, national, and global issues** from a religious and ethical perspective.

9. Resources and Budgeting

- Ensure the RE curriculum is **well-resourced**, diverse, and inclusive.
- Manage the RE budget effectively and make informed decisions on purchasing teaching materials.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over).

(DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of

the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the headteacher before making this decision.

	AUTUMN		SPRING		SUMMER	
EYFS	CREATION Why is the word 'God' so important to Christians?	OLD TESTAMENT STORIES Which stories are special and why? INCARNATION Why do Christians perform Nativity plays at Christmas?	NEW TESTAMENT STORIES Which stories are special and why?	SALVATION Why do Christians put a cross in an Easter garden?	WORLD FAITH STORIES Which stories are special and why?	WORLD FAITH STORIES Which stories are special and why?
Year 1	GOD What do Christians believe that God is like?	INCARNATION Why does Christmas matter to Christians? <i>CORE / DIGGING DEEPER</i>	GOSPEL What is the good news that Jesus brings? <i>CORE / DIGGING DEEPER</i>	SALVATION Why does Easter matter to Christians? <i>CORE LEARNING</i>	JUDAISM Who is Jewish and what do they believe? (Part 1)	JUDAISM Who is Jewish and what do they believe? (Part 2)
Year 2	CREATION Who made the world?	UNIVERSAL How should we care for others and the world and why does it matter?	HUMANISM Who are Humanists and how do they live?	SALVATION Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	ISLAM Who is a Muslim and what do they believe? (Part 1)	ISLAM Who is a Muslim and what do they believe? (Part 2)
Year 3	PEOPLE OF GOD What is it like to follow God?	INCARNATION What is the Trinity? <i>CORE LEARNING</i>	SIKHI What is important for Sikh people?	SIKHI How do Sikh people worship and celebrate?	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	HUMANISM Who are Humanists and what do they value?
Year 4	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity? <i>DIGGING DEEPER</i>	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'? <i>CORE / DIGGING DEEPER</i>	HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 1)	HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 2)
Year 5	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah? <i>CORE LEARNING</i>	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	ISLAM What does it mean to be a Muslim in Britain today? (Part 1)	ISLAM What does it mean to be a Muslim in Britain today? (Part 2)
Year 6	CREATION Creation and science: conflicting or complementary?	GOSPEL What would Jesus do?	HUMANISM What does it mean to be a Humanist in Britain today?	JUDAISM What does it mean to be Jewish in Britain today?	UNIVERSAL What can be done to reduce racism? Can religion help?	KINGDOM OF GOD What kind of king is Jesus?