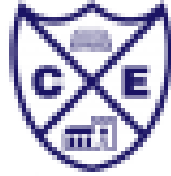


St. Andrew's CE Primary School



RE Policy 2025

‘With God all things are possible’ Matthew 19:26

Our Christian Vision

Everyone is welcomed into our St. Andrew's family, where we nurture each individual's gifts as a unique child of God in a safe, loving Christian environment. We inspire each other to achieve our God-given potential so that we may live life in all its fullness. Our Christian values are our heartbeat; empowering a community of understanding, hope and resilience...

“With God all things are possible!”

St Andrew's CE Primary School is a 'Voluntary Aided' Anglican Church school, falling under the Liverpool Diocese.

Intent:

Through sound, well-structured, creative Religious Education teaching, and the commitment to giving honest and appropriate answers to the many and varied questions of children in our care, the spiritual, moral, social, cultural, as well as the academic development of each child will be enhanced. Spiritual development within RE will enrich and encourage the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment.

As a Church School, RE and our Christian values lie at the very heart of the curriculum. Good RE teaching promotes awe and wonder; it aims to stimulate a child's curiosity in questioning the world around them and teaches methods of enquiry and investigation to stimulate creative thought. Children learn to ask questions and begin to appreciate the way in which religion, along with religious beliefs and practices, affect them and others on a personal, national and global level.

The aims:

- 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.

RE Statement of Entitlement: The Church of England Education Office 2019

Appropriate to age, at the end of their education in Church schools, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of all faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

RE Statement of Entitlement: The Church of England Education Office 2016

“In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas. Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. 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. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.”

RE Statement of Entitlement: The Church of England Education Office 2019

Implementation:

As a Voluntary Aided School, the management of RE is a distinctive role of the governors, headteacher and the Excellence and Distinctiveness Leader. RE is taught in accordance with the Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in the school.

Although RE and Collective Worship naturally compliment and enrich one another they are managed separately (please see Collective Worship Policy).

Content of and time allocation for RE

- Governors have adopted the Blackburn Diocesan Board of Education Syllabus ‘Questful RE’ which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2019
- At least 5% of curriculum time is devoted to RE
- Christianity plays a central role in RE, taking up 70% of the time available, Christianity will be taught as a multi-cultural faith
- The other 30% is devoted to the teaching of other World Faiths, celebrating similarities and differences, and focusing on Judaism and Hinduism in more depth

The RE curriculum maintains a balanced approach:

We learn about:

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from:

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

RE helps pupils to:

- think theologically and explore the great questions of life and death, meaning and purpose
- reflect critically on the truth claims of Christian belief
- see how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in modern society
- develop the skills to handle the Bible text
- recognise that faith is not based on a positive balance of probabilities but on commitment to a particular way of understanding God and the world
- respond in terms of beliefs, commitments and ways of living
- develop a sense of themselves as significant, unique and precious
- experience the breadth and variety of the Christian community
- engage in thoughtful dialogue with other faiths and traditions
- become active citizens, serving their neighbour
- find a reason for hope in a troubled world
- understand how religious faith can sustain them in difficult circumstances and in the face of opposition.

RE equips pupils to recognise the common search of all humanity for ultimate truth and relationship with the divine. RE helps pupils to:

- learn about other faiths, their beliefs, traditions and practices and learn from them through encounter and dialogue
- recognise and respect those of all faiths in their search for God
- recognise areas of common belief and practice between different faiths
- enrich and expand their understanding of truth while remaining faithful to their own tradition
- enrich their own faith through examples of holy living in other traditions
- recognise the common human quest for justice, peace and love and the common goal of the survival of life on this planet.

The RE Curriculum will also include:

- opportunities to explore the experience of the Church's year
- visits to places of worship, especially the local parish Church and the Cathedral, to develop the understanding of the Church as a living community
- welcoming visitors from the local parish to share their experience of Christian belief and life
- liaison with the local parish to enable these visits and links to occur
- support for the pupils; confident use of religious language
- a well-used set of Bibles in language that can be understood by the learners and examples of Bibles and prayer books from a variety of contexts
- the facility to listen to Christian 'psalms and hymns and spiritual songs' from a wide variety of traditions
- access to Christian artefacts that are used with care, respect and confidence
- a sacred space that can be used as a focus for prayer and silent reflection
- encouragement of mutual respect based on Christian values, where pupils and teachers are able to talk openly and freely about their own personal beliefs and practice without fear of ridicule
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity
- pupils to talk openly about their beliefs and values in lessons and to grow in their faith
- pupils with no religious background to face the challenge of the Christian faith
- pupils of all backgrounds to have a safe place to explore the place of doubt and certainty in a maturing faith.

The significant contribution RE makes to pupils' Spiritual, Moral, Social and Cultural development.

Spiritual development within RE in a Church School enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment. Moral development is based on the teachings of Jesus Christ and Christian values, which offer pupils a secure foundation stone on which to make decisions and build their lives.

Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice. Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

Exploring shared values with other religions provides opportunities for pupils to appreciate the shared values of humanity.

SEN provision

Adaptions and reasonable adjustments are made to ensure that tasks within RE cater for the needs of all pupils. The use of open-ended tasks will also be used so that children can complete the task according to their own depth of understanding, through media that the child is able to express themselves fully e.g. art-work, mind-maps, comic strips, posters, discussions etc. Using 'Quality First' teaching approaches enables all children to access the subject matter.

Resources

All RE resources are stored centrally to ensure that they can be accessed by all year groups; they are stored in large, clearly labelled boxes. Big Books purchased for RE are stored with the other Big Books. Textbooks and Bibles are stored centrally. Resources purchased to support the teaching of a specific unit of work may be stored in the relevant classroom. We have subscribed to the online Questful RE syllabus recommended by Liverpool Diocese and it is available on the staff shared area of the computer network within school, along with the 'Understanding Christianity' resources that support it.

Assessment

The 'Outcomes and Expectations' linked to each unit of study will be used to assess whether children have reached the expected standard of both substantive and disciplinary knowledge.

Parental Rights of Withdrawal

The Worship and Religious Education provided by the school is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.

If a request for withdrawal is made, the Headteacher will explore the reasons for the request and seek to arrive at an accommodation.

Monitoring and Review

Monitoring the policy and the RE curriculum is the role of a named school governor (Jayne Donnellan). The governor concerned liaises with the headteacher and Excellence and Distinctiveness Leader before reporting to the governors.

IMPACT:

Quality RE will result in progress, sustained learning and transferable skills. With a focus on the development of enquiry skills and creative thought, children are confident to question the world around them by the time they leave Primary School.

Teacher judgements show that most children meet age-related expectations. As RE is an integral part of the curriculum, cross-curricular links are highlighted and developed; children are consolidating their skills and are develop a deeper understanding of the world and the choices/actions of others; they learn to appreciate the awe and wonder of the world around them- God's fingerprint on the world.

As children move on to further their education and learning, their creative thinking skills and passion for learning travel with them and continue to grow and develop as they do.

Subject Leader: Jane Hoban

Reviewed: September 2025

Policy to be reviewed at least every three years, unless changes to RE Statement of Entitlement or school environment change.