

St.Peter's C.E. Primary School



Religious Education Policy

Updated: September 2025

To be reviewed: September 2028

1. Introduction & Context

As a Voluntary Controlled Church of England school, we reflect our Christian foundation in all that we do. RE has a distinctive role to play in that foundation. We aim to provide a high quality RE curriculum which supports our Christian vision and serves all pupils, fostering respect for all faiths and world-views, whilst exploring the Christian faith in depth.

In line with legal requirements for maintained schools, RE is provided for all registered pupils, unless they are withdrawn by their parents. As a VC school with a Christian character we follow the locally agreed syllabus for RE set by Bury LA and also draw on the Church of England's "Statement of Entitlement" for RE in Church schools.

2. Legal Position

- The 1988 Education Act states that Religious Education must be provided for all registered pupils in maintained schools (with the exception of those withdrawn by their parents).
- As a Voluntary Controlled school, we must teach RE in accordance with the locally agreed syllabus (i.e., the Bury LA Agreed Syllabus for RE).
- In addition, as a Church of England school we seek to deliver RE in line with the Church's expectations for church-school RE.
- Parents have the right to withdraw their children from all or part of the RE curriculum on grounds of conscience. The governing body will make alternative arrangements for those pupils in line with statutory guidance.

3. School Vision, Values and the Role of RE

Our vision: **To flourish academically, spiritually and socially**

Our Christian values: **Love, Hope, Wisdom**

RE at our school contributes directly to this vision by:

- Enabling pupils to flourish as individuals and within community, exploring questions of meaning and purpose, belonging and identity.
- Promoting dignity, respect and hospitality, rooted in Christian belief, whilst engaging sensitively with other faiths and world-views.
- Supporting pupils' spiritual, moral, social and cultural (SMSC) development and their readiness as citizens in a diverse society.
- Encouraging a reflective, enquiring attitude and enabling pupils to respond thoughtfully to religious ideas and practices.

4. Aims of RE

The principal aims of RE at St. Peter's are to enable pupils to:

1. Know about and understand Christianity as a living faith, exploring core theological concepts, beliefs, teachings and practices, and how these shape the lives of believers.
2. Know about and understand other major world religions and non-religious world-views as appropriate to the Agreed Syllabus, appreciating diversity, continuity and change.
3. Engage with challenging questions of meaning and purpose, identity and belonging, values and commitments.
4. Develop their own informed responses to these questions, drawing on their learning, their thinking and their experience.

5. Develop skills of enquiry, interpretation, evaluation, reflection, and communication in the context of religion and belief.
6. Foster respect for and sensitivity to others' beliefs, practices and values, whilst exploring their own beliefs and values.

5. Curriculum and Time Allocation

- The RE curriculum is based on the Bury LA Agreed Syllabus for Religious Education. Teachers plan using the syllabus guidance, ensuring breadth, balance, progression and accumulation of knowledge and skills.
- As a Church of England school, we ensure that Christianity is studied in each key stage and makes up 50% of RE curriculum time.
- RE is taught as a discrete subject and may also be supported by enrichment opportunities (visits to places of worship, visitor speakers, special RE days).
- Time allocation: at least 5% of curriculum time is allocated to RE.
- In planning the curriculum, teachers ensure progression through key stages, building on prior learning, and linking to pupils' lived experience, faith backgrounds, and the wider community.

6. Teaching and Learning

- We employ enquiry-based, engaging and age-appropriate pedagogies, providing opportunities to explore, question, discuss, reflect and respond in an open and safe environment.
- We model respect for a range of religious beliefs and world-views and encourage pupils to explore them with openness and critical thinking.
- Pupils encounter the life, teachings and practices of Christians and other faith communities, visiting places of worship and meeting faith practitioners where possible.
- Learning from religion as well as learning about religion is central: pupils are encouraged to reflect on their own beliefs and values in light of the learning.

7. Assessment, Recording and Reporting

- We follow the assessment guidance of the Bury LA Agreed Syllabus. Teachers assess pupils' knowledge, understanding and skills in RE through a range of tasks (e.g., class discussion and written work).
- Progression is tracked across key stages, and records are kept of pupils' attainment in RE. These are reported to parents in each child's end of year report.
- The RE subject leader monitors standards, teaching and learning in RE through book scrutiny, lesson visits and pupil voice, feeding findings into the school self-evaluation and improvement planning.

8. Roles and Responsibilities

- **Headteacher:** ensures that RE is taught in accordance with statutory requirements; monitors quality of provision; ensures staffing and resources are sufficient.
- **Governing Body:** ensures RE policy is in place and kept under review; ensures RE is taught and meets statutory obligations; monitors overall provision.
- **RE Subject Leader:** leads and manages the subject across the school; supports colleagues with planning, resources, assessment and professional development; monitors and evaluates teaching and learning in RE; liaises with the diocese/LA and external advisors.

- **Class Teachers:** deliver the RE curriculum, plan and assess learning, report to parents and contribute to subject development.

9. Resources

- We use a range of high-quality resources, including: Christian resources (for example, the Understanding Christianity materials), artefacts, links with local faith communities, visits to places of worship, world-view resources, books, multimedia.
- The subject leader oversees the management of RE resources, ensuring they are up-to-date, appropriate and accessible, and that staff are informed about their use.

10. Right of Withdrawal

- Parents have the legal right to withdraw their child from all or part of the RE curriculum on grounds of conscience.
- At St. Peter's, parents should contact the Headteacher in writing to request withdrawal. The school will seek to discuss the request to ensure parents are clear about the nature of RE provision.
- Pupils who are withdrawn will be supervised by an appropriate member of staff during that time. The school is not required to provide additional teaching for withdrawn children, but will ensure safe supervision.

11. Inclusion

- RE is for all pupils. We are committed to working within the framework of the school's SEND Policy to ensure that all pupils can access meaningful RE learning.
- We recognise the diversity of pupils' backgrounds, beliefs and experiences and we create a safe environment in which pupils can explore, question and reflect without bias or judgement.
- We also ensure that no pupil is disadvantaged or discriminated against because of their religion, belief or non-belief.

12. Links with Other Areas of School Life

- RE makes a significant contribution to pupils' SMSC development, to their understanding of British values (democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs) and to global citizenship.
- It supports and is supported by other curriculum areas (e.g., history, geography, PSHE) and by collective worship, pastoral care and the school's ethos.
- The Christian character of the school, its values, its links with St. Peter's Church and local community all contribute to a rich RE environment.

13. Monitoring and Review

- The RE subject leader, in collaboration with the Headteacher and governors, reviews the quality of teaching and learning in RE.
- Observations, pupil voice and work scrutiny form part of the monitoring cycle.
- The policy will be reviewed by the Governing Body every 3 years or earlier if required by changes in legislation, syllabus or school circumstances.