



Religious Education Policy

<i>Approved by:</i>	<i>Standards Committee</i>	<i>Date: 09/07/2025</i>
<i>Last reviewed:</i>	<i>June 2025</i>	
<i>Next review due:</i>	<i>June 2026</i>	

In our school our Christian vision shapes all we do.

9 Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go.

Through our vision and values; Hope, Dignity, Community & Wisdom we will be strong and courageous for our school and community. Encouraging; staff, parents, and the community to work collaboratively to support our children in pursuit of high standards within a happy, loving, and supportive environment, in the spirit of the school's Christian foundation.

'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 life well together.' RE Statement of Entitlement (Feb 2019)

Policy Statement

Religious Education (RE) has a very high profile within St Issey School's curriculum and makes a significant contribution to preparing pupils for life in modern Britain. Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills through different ways of knowing such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion and beliefs on the world. Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of other religious and non-religious worldviews. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs, questions of meaning and personal worldview.

Legal Requirements

As a Voluntary Aided School, at St Issey, our governing body determines our RE curriculum, which is in accordance with the school's trust deed and in line with guidance from the Diocese of Truro to follow the Cornwall agreed syllabus.

Section 48 of the 2005 Education Act requires the inspection of religious education in schools that have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Purpose of RE

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- Teaching should equip pupils with systematic knowledge and understanding of a range of religious and non-religious worldviews, enabling them to develop their own ideas, values and identities.
- Religious Education contributes dynamically to children and young people by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religious and non-religious worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils to weigh up the value of wisdom from different sources , to develop and express their insights in response and to agree/disagree respectfully. To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts and other evidence. They should learn to articulate their own personal worldviews while respecting the right of others to be different.

Principal Aim of RE

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living

Teaching and Learning

Pupils at St Issey encounter core concepts in religions and beliefs in a coherent way through both systematic and thematic units of work.

Teaching and learning encompass three elements: Making Sense of Belief, Understanding the Impact and Making Connections. This allows for a range of questions reflecting different approaches e.g. theology, philosophy, sociology.

In line with the Church of England RE Statement of Entitlement [2019] at St Issey Primary School, we aim to provide:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- The opportunity for pupils to deepen their understanding of the religious and non-religious worldviews as lived by believers.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources.
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.
- RE that makes a positive contribution to SMSC development and also to pupils' understanding of British values.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.

Implementation

The RE taught will deepen pupils' knowledge about religions and develop their 'religious literacy'. It does this by studying one religion at a time ('systematic' units), and then including 'thematic' units, which build on learning by comparing the religions, beliefs, and practices studied.

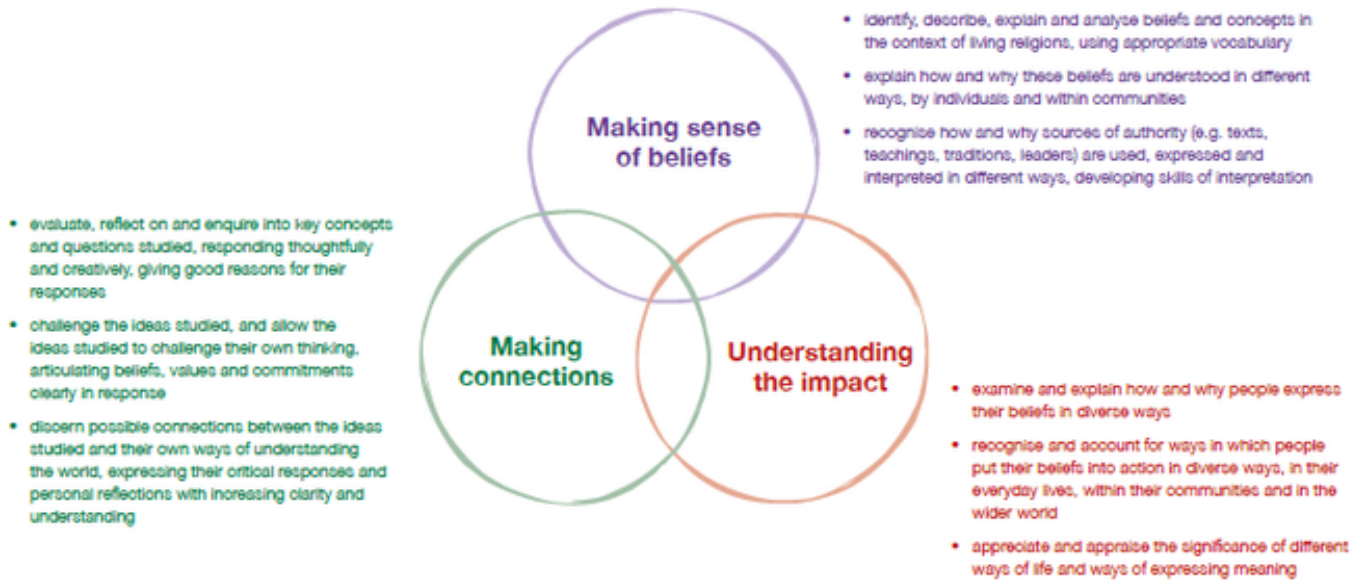
Pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to handle questions of religion and belief.

The teaching and learning approach has three core elements, which are woven together to provide breadth and balance within teaching and learning about religions and beliefs, underpinning the aims of RE. Teaching and learning in the classroom will encompass all three elements, allowing for overlap between elements as suits the religion, concept, and question being explored.

These elements set the context for the open exploration of religion and belief.

They offer a structure through which pupils can encounter diverse religious traditions alongside non-religious worldviews. The elements present a broad and flexible strategy that allows for different traditions to be

treated with integrity. These elements offer a route through each unit while also allowing for a range of different approaches.



Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views and opinions are always treated with sensitivity and respect. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Reflecting St Issey Primary School's trust deed, Christianity is the majority religion studied and forms at least 50% of the curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, should be given to RE. This should aim to be close to 10% but no less than 5% in key stages 1 and 2

Resources

NATRE enhanced membership gives the school access to the RE Today Primary Curriculum. The Understanding Christianity resource is also used to enhance the teaching of Christianity. Curriculum Kernewek planning is used to help to teach the Cornish units from the Cornwall Agreed Syllabus.

Foundation Stage - RE will be taught explicitly in the Foundation stage, however, it will be taught in a way that allows children to access the different areas of learning within the Foundation Stage, i.e. PSED: Pupils think about issues of right and wrong and how humans help one another.

Communication and language: Pupils have opportunities to respond creatively, imaginatively, and meaningfully to memorable experiences.

The faiths that are covered in each phase are as follows:

Key Stage 1 - Christianity, Judaism, and Islam

Lower Key Stage 2 - Christianity, Hinduism, Islam and Judaism

Upper Key Stage 2 - Christianity, Hinduism, Islam and Judaism

2024-2025	A1	A2	SP1	SP2	S1	S2
EYFS	Unit 2 Why is Christmas special for Christians? (Incarnation) CHRISTIANITY	Unit 3 Why is the word of 'God' special to Christians? (God/Creation) CHRISTIANITY	Unit 4 Why is Easter special for Christians? (Salvation) CHRISTIANITY	Unit 5 Which places are special and why?	Unit 1 Being special: where do we belong?	Unit 6 Which stories are special and why?

Piskies RE Medium Term Plan 2024-2026

Rolling Programme	A1	A2	SP1	SP2	S1	S2
A 2024/2025	Year 2 1.6 Part 1: Who is a Muslim and how do they live? ISLAM	Year 1 1.1 What do Christians believe God is like? (God) CHRISTIANITY	Year 2 1.3 Why does Christmas matter to Christians? (INCARNATION) CHRISTIANITY	Year 1 1.7 Part 1: Who is Jewish and how do they live? JUDAISM	Year 1 1.10 What does it mean to belong to a faith community? OTHER FAITH	Year 1 1.9 How should we care for the world and for others. And why does it matter? THEMATIC UNIT
B 2025/2026	Year 2 1.6 Part 2: Who is a Muslim and how do they live? ISLAM	Year 2 1.4 What is the 'good news' Christians believe Jesus brings? (GOSPEL) CHRISTIANITY	Year 1 1.2 Who do Christians say made the world? (Creation) CHRISTIANITY	Year 1 1.7 Part 2: Who is Jewish and how do they live? JUDAISM	Year 2 1.5 Why does Easter matter to Christians? (SALVATION) CHRISTIANITY	Year 2 1.8 What makes some people and places in Cornwall sacred? THEMATIC UNIT

Gnomes 2024-2026 RE Medium Term Plan

Rolling Programme	A1	A2	SP1	SP2	S1	S2
A 2024-2025	Unit 2 - Year 4 L2.7 What do Hindus believe God is like? HINDUISM	Year 3 LKS2.1 What do Christians learn from the Creation story? (CREATION) CHRISTIANITY	Unit 1 - Year 4 L2.3 What is the 'Trinity' and why is it important for Christians? (INCARNATION) CHRISTIANITY	Unit 5 - Year 4 L2.6 For Christians, when Jesus left, what was the impact of the Pentecost? (KINGDOM OF GOD) CHRISTIANITY	Year 3 LKS2.10 How do festivals and family life show what matters to Jewish people? JUDAISM	Unit 6 - Year 4 L2.11 How and why do people mark significant events in life? How and why do people in Cornwall mark significant events in community life? THEMATIC
B 2025-2026	Unit 3 - Year 4 L2.8 What does it mean to be a Hindu in Britain today? HINDUISM	Year 3 LKS2.4 What kind of world did Jesus want? (GOSPEL) CHRISTIANITY	Unit 4 - Year 4 L2.5 Why did Christians call the day Jesus died 'Good Friday'? (SALVATION) CHRISTIANITY	Year 3 LKS2.9 How do festivals and worship show what matters to a Muslim? ISLAM	Year 3 LKS2.2 What is it like for someone to follow God? (PEOPLE OF GOD) CHRISTIANITY	Year 3 LKS2.12 How and why do people try to make the world a better place? THEMATIC UNIT

Elves 2024-2026 RE Medium Term Plan

Rolling Programme	A1	A2	SP1	SP2	S1	S2
A	Unit 1 - Year 5 U2.1 What does it mean if Christians believe God is holy and loving? (God) CHRISTIANITY	Unit 2 - Year 5 U2.8 What does it mean to be a Muslim in Britain today? ISLAM	Unit 4 - Year 6 U2.6 What do Christians believe Jesus did to 'save people'? (Salvation) CHRISTIANITY	Unit 4 - Year 5 U2.9 Why is the Torah so important to Jewish people? JUDAISM	Unit 5 - Year 6 U2.8 For Christians, what kind of King is Jesus? (Kingdom of God) CHRISTIANITY	Unit 2 - Year 6 U2.11 Why do some people believe in God and some people not? THEMATIC
Year 3	Unit 3 - Year 5 U2.4 Why do Christians believe Jesus was the Messiah? (Incarnation) CHRISTIANITY	Unit 3 - Year 6 U2.7 Why do Hindus want to be good? HINDUISM	Unit 5 - Year 5 U2.5 Christians and how to live: 'What would Jesus do?' (Gospel) CHRISTIANITY	Unit 6 - Year 5 U2.10 What matters most to Humanists and Christians? COMPARATIVE	Unit 1 - Year 6 U2.2 Creation and Science: Conflicting or Complementary? (Creation/FALL) CHRISTIANITY	Unit 6 - Year 6 U2.12 Does faith help people in Cornwall when life gets hard? THEMATIC

Assessment

Assessment in Religious Education will:

- Involve identifying suitable opportunities in the RE Today Primary Curriculum.
- Be directly related to the outcomes in the Cornwall Agreed Syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop through the ways of knowing.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development.

- Enable effective reporting to parents.

Monitoring, Evaluation, Assessment, Recording, Reporting

- Governors have responsibility for monitoring how the RE in the school reflects its Christian vision.
- The headteacher has overall responsibility for monitoring and evaluation.
- The RE subject leader will assist the headteacher by monitoring long term and medium-term plans.
- The RE subject leader will assist the headteacher by monitoring RE through focused work scrutiny.
- The subject leader will keep a file of examples of work to demonstrate continuity and progression.
- The subject leader will manage resources.
- The subject leader will endeavour to keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate.
- The subject leader will facilitate the sharing of good practice.
- The subject leader will be responsible for drawing up an action plan for Religious Education.
- Generally, this will be an annual plan and should be informed by this policy.

Staff training and development

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or through diocesan or other support. The RE subject leader attends local network meetings.

Managing the right to withdraw from RE

At St Issey school, RE is taught as an engaging, inclusive and enquiry-led subject, open to all and at the centre of the curriculum, and it is hoped that all parents understand the value of this for all children. However, parents do have a right by law to withdraw their children from Religious Education lessons. In this event, we will undertake responsibility for their supervision with regard to health and safety. We always encourage parents to discuss any concerns they may have about the RE curriculum with the headteacher before making a final decision. Requests for full or partial withdrawal need to be made to the headteacher in writing.

Date of last review: June 2025

Headteacher signed: Chris Parham

Chair of Governors signed: Heather Holder-Powell

