



St Paul's Church of England Primary School

Fountain of Life
Overflowing generosity Recognise
& Illuminate
Way of Life
All God's Children
Reaching out to others
Devotion to each other and God

*For with you is the Fountain of life; **in your light we see light.** (Psalm 36 vs9)*

Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children and reach out to help others flourish in their journey to the fullness of life.

Policy to be Reviewed: September 2026

Religious Education Coordinators
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1 Introduction

1.1 Religious education holds a pivotal position within the curriculum of St Paul's Church of England Primary School. It is neither classified as a core subject nor merely a foundation subject; as stipulated by the 1988 Education Act, "Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils." This sense of equality affirms the critical importance of this subject in nurturing well-rounded, reflective individuals who are equipped to engage meaningfully with complex questions of belief and morality.

1.2 In light of this understanding, we are pleased to announce that we will be updating our Religious Education policy to incorporate the New Herefordshire RE Curriculum spanning from 2025 to 2030. This revised curriculum will guide our teaching, ensuring an enriched, structured approach that aligns with current educational practices and the latest guidance from the National Association of Teachers of Religious Education (NATRE) and the RE Today curriculum.

1.3 The focus of our updated curriculum will remain on investigating the diverse beliefs that shape our world. Central to this is the exploration of how these beliefs influence individual lives and communities, encouraging pupils to cultivate their own understanding and beliefs while engaging thoughtfully with others.





2 Policy Aims

- 2.1 The overarching aim of our Religious Education programme is to engage pupils in critical inquiry regarding the questions that arise from the study of various religions and beliefs. This engagement seeks not only to foster intellectual curiosity but also to promote personal, spiritual, moral, social, and cultural development.*
- 2.2 It is our ambition to provide learners with a well-rounded understanding of Christianity alongside other principal religious traditions and beliefs present in the United Kingdom. This objective is grounded in the belief that familiarity with diverse perspectives enriches the individual and communal experience, fostering mutual respect and understanding.*
- 2.3 A central component of our curriculum will involve developing students' awareness of how beliefs influence behaviours, practices, and worldviews. Through this, pupils will learn to appreciate the complexity of faith and the significance it holds in the lives of individuals and communities.*
- 2.4 Additionally, we aim to empower learners to apply the insights gleaned from principal religious traditions to their own quests for identity and significance. Furthermore, we emphasise the importance of self-awareness and the cultivation of positive attitudes toward personal beliefs and values.*
- 2.5 We aspire to encourage our students to embrace a respectful attitude towards others who may hold beliefs that differ from their own. This endeavour is essential for evolving into conscientious citizens who appreciate the rich tapestry of human faiths and philosophies.*



3 The aims of Religious Education

3.1 Our aims for Religious Education at St Paul's are delineated as follows:

3.1.1 To ensure that all pupils make sense of a range of religious and non-religious beliefs, which will enable them to:

3.1.1.1 Identify, describe, explain, and analyse beliefs and concepts within the context of living religions, employing suitable vocabulary.

3.1.1.2 Explain how and why these beliefs are interpreted differently by individuals and within various communities.

3.1.1.3 Recognise how and why sources of authority (e.g., texts, teachings, traditions, leaders) are expressed and understood in diverse manners, thereby developing critical skills of interpretation.



3.2 In striving to foster understanding, Religious Education at St Paul's will encourage pupils to:

3.2.1 Examine and explain the impact and significance of religious and non-religious beliefs, enabling them to:

3.2.1.1 Investigate and elucidate how and why individuals express their beliefs in myriad forms.

3.2.1.2 Acknowledge and account for the varying ways that beliefs are enacted in daily life, both in the immediate community and globally.

3.2.1.3 Appreciate and evaluate the significance of different lifestyles and methodologies of conveying meaning.

3.3 Furthermore, our approach to Religious Education aims to enhance pupils' reflective abilities by enabling them to:



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3.3.1 Make connections between religious and non-religious beliefs, concepts, practices, and ideas studied, which allows them to:

3.3.1.1 Evaluate, reflect, and inquire into key concepts and questions posed, responding thoughtfully and creatively, whilst articulating sound reasons for their viewpoints.

3.3.1.2 Challenge the ideas explored while simultaneously permitting these ideas to challenge their own thought processes, thus allowing for articulate expression of personal beliefs, values, and commitments.

3.3.1.3 Discern potential links between distant concepts studied and their own understanding of the world, providing articulate critical responses and personal reflections with growing clarity and depth of insight.

3.3.1.4 Evaluate through three lenses: making connections, understanding the impact, and making sense of beliefs, ensuring that these three elements overlap and influence each other with equal importance.

3.4 Religious Education at St Paul's also offers opportunities for encouraging personal reflection and the pursuit of spiritual development. We recognise the essential role of this space as a safe haven for students to explore their relationship with faith, morality, and meaning beyond conventional academic parameters. (Windows, mirrors and doors.)

3.5 It is crucial to articulate that Religious Education at St Paul's does not intend to impose religious beliefs upon pupils nor to compromise their autonomy by promoting any one religion over another.

3.6 Furthermore, it is vital to distinguish that Religious Education at St Paul's is not synonymous with collective worship. While both serve important roles in the fabric of school life, they fulfil distinct purposes (Refer to Collective Worship Policy for details).





4 Legal Requirements

- 4.1 *The necessity of adhering to legal frameworks is key in ensuring the integrity of our Religious Education programme. Religious Education is a statutory subject of the curriculum for all pupils in each year group and should therefore be provided for all registered pupils, except those who are withdrawn at parental request (s 71 SSFA 1998).*
- 4.2 *Parental rights are paramount in our practice; hence, we ensure that parents are informed that they possess the right to request that their child be excused from all or part of the RE provided at school should they deem it necessary.*
- 4.3 *The syllabus should reflect the reality that the predominant religious traditions in Great Britain are Christian, whilst also being accommodating of the teachings and practices of other major religious traditions represented within the UK (s375 (3) Education Act 1996). To this end, we ensure compliance with these legal requirements by adhering to the Herefordshire Agreed Syllabus for Religious Education, which will be in force from 2025 to 2030. This syllabus incorporates Understanding Christianity: Text, Impact, Connections, as a guiding framework that embraces contemporary educational principles.*



5 Teaching and Learning in Religious Education

- 5.1 Religious Education at St Paul's is generally delivered on a weekly basis; however, we also embrace the flexibility to deliver it through thematic class topics or dedicated whole school RE days. Teachers are encouraged to develop key questions pertinent to the themes outlined in the syllabus, thereby facilitating connections to other areas of the curriculum where appropriate.*
- 5.2 Our commitment to varied and engaging teaching methods is designed to cater for diverse learning styles, ensuring that all pupils can thrive and engage meaningfully with the subject matter. Collaborative projects, open discussions, guest speakers from different faith backgrounds, and visits to places of worship are all integral components of our approach.*
- 5.3 The intention is to cultivate not only knowledge of religious traditions but also an appreciation for the cultural practices associated with these beliefs, thus integrating a thorough understanding of how faith intertwines with everyday life.*
- 5.4 Additionally, we utilise the Herefordshire RE Curriculum for 2025 to 2030 to recognise that children come from differing worldviews. This diversity impacts our collective understanding and allows students to explore and respect the richness of perspectives, fostering an environment where every belief is acknowledged and valued.*
- 5.5 Pupils are taught to evaluate their understanding of beliefs through three lenses: making connections, understanding the impact, and making sense of beliefs in a manner where these elements overlap and equally influence one another, thus enhancing their analytical skills and deepening their comprehension of the subject matter.*
- 5.6 The Religious Education curriculum is structured to incorporate philosophy, theology, and social sciences, ensuring that the three golden strands - justice, global citizenship, and climate advocacy - are seamlessly embedded. This approach fosters critical thinking and holistic understanding, essential for our students' engagement with contemporary global issues.*



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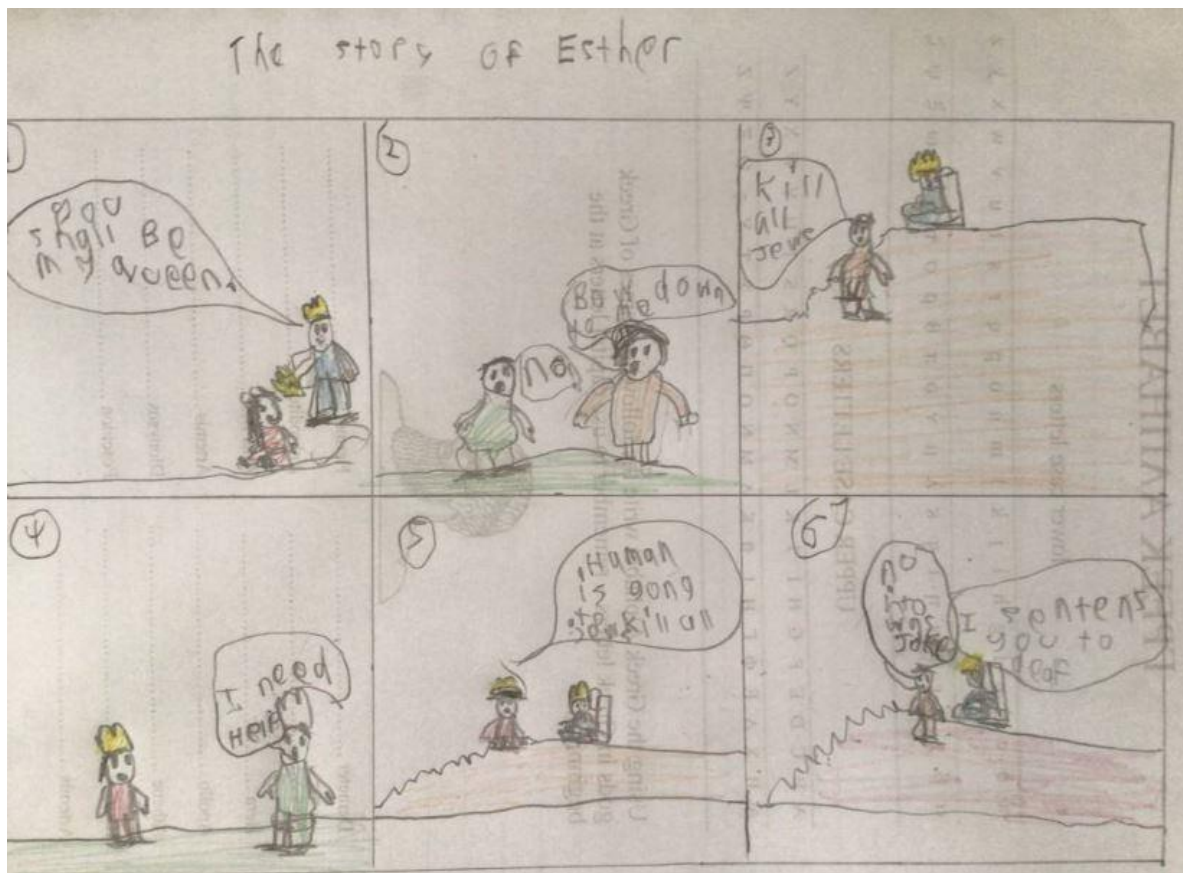
	St Paul's C of E Primary School		At St Paul's Church of England Primary School, we recognise that Religious Education occupies a pivotal role within our curriculum framework. As a subject that is neither classified purely as core nor merely as foundation, it holds equal standing to the core subjects, as emphasised by the 1988 Education Act. This legal recognition underscores the importance of Religious Education in cultivating well-rounded, reflective individuals capable of engaging meaningfully with complex moral and existential questions. Our intent is to facilitate critical inquiry into the diverse and multifaceted questions arising from the study of religion and belief systems. We aspire to create a learning environment where pupils feel empowered to explore various perspectives, which is essential for their personal, spiritual, moral, social, and cultural development. It is crucial for students to understand Christianity alongside other principal religious traditions in Great Britain, thereby helping them appreciate how beliefs shape behaviours, inform worldviews, and foster mutual respect within their communities. To enhance this curriculum, we will draw on a broad spectrum of disciplines, including philosophy, theology, and social sciences, adhering to the guidelines set forth in the New Hampshire agreed syllabus for 2025-2030, as well as recommendations from the National Association of Teachers of Religious Education (NATRE) and the RE Today curriculum. Our approach is designed to equip students to confront contemporary ethical dilemmas, enabling them to reflect critically and engage thoughtfully with our golden threads of Climate Advocacy, Justice, and Global Citizenship across all subjects.				
	Religious Education progression map						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	U3 Being special: where do we belong? Thematic *Global Citizenship	U11 What does it mean to belong to a faith community? Thematic *Global Citizenship	U15 Who is a Muslim and how do they live? *Climate Advocacy	L23 What do Christians learn from the Creation story? Creation/Fall *Justice	U25 What kind of world did Jesus want? People of God *Global Citizenship	U31 God Unit: What does it mean if God is holy and loving? *Climate Advocacy	U35 How can following God bring freedom and justice? People of God *Justice
Autumn 2	U2 Why is Christmas special for Christians? Incarnation	U8 Why does Christmas matter to Christians? Incarnation	U13 What is the 'good news' Christians believe Jesus brings? 1 Gospel *Justice	L19 What is it like for someone to follow God? People of God *Global Citizenship	U27 What do Hindus believe that God is like? Hinduism	U32 What does it mean to be a Muslim in Britain today? *Global Citizenship	U38 Why do Christians believe that Jesus was the Messiah? Incarnation
Spring 1	U1 Why is the word 'God' so important to Christians?	U9 Who is Jewish and how do they live? Judaism *Justice	U17 Who is a Muslim and how do they live? *Global Citizenship	L21 Worship & festivals: How do festivals and worship show what matters to a Muslim? Islam *Justice	U29 What does it mean to be a Hindu in Britain today? Hinduism *Global Citizenship	U34 creation science, conflicting or complementary? Creation/Fall	U39 Why do Hindus want to be good? Hinduism *Global Citizenship
Spring 2	U4 Why is Easter special to Christians? Salvation	U10 What do Christians believe God is like? God	U16 Why does Easter matter to Christians? Salvation *Justice	L22 How do festivals and worship show what matters to someone who is Jewish? Judaism *Climate Advocacy	U28 Why do Christians call the day that Jesus died Good Friday? Salvation *Justice	U33 Why is the Torah important to Jewish people? Judaism *Justice	U40 What difference does the resurrection make to Christians? What do Christians believe Jesus did to save the people? Salvation *Justice
Summer 1	U5 What places are special and why? Thematic *Climate Advocacy	U7 Who do Christians say created the world. Creation	U14 What is the 'good news' Christians believe Jesus brings? 2 Gospel *Justice	L20 What is the Trinity and why is it important for Christians? Incarnation/God	U26 For Christians, when Jesus left, what was the impact of Pentecost? Kingdom of God *Justice	U37 Christians and how to live; what would Jesus do? Gospel *Climate Advocacy	U41 For Christians, what kind of king is Jesus? Kingdom of God
Summer 2	U6 Which stories are special and why? Thematic *Justice	U12 How should we care for the world and for others, and why does it matter? (C, J & N) Thematic *Climate Advocacy	U18 What makes some places sacred to believers? (C, M) Thematic *Climate Advocacy	L24 How and why do people try and make the world a better place? (C, J, M, N) Thematic *Global Citizenship	L30 How and why do people mark the significant events of life? (C, H & N) Thematic *Climate Advocacy	U213c What can be done to reduce racism and can religion help? Thematic *Global Citizenship	U214 What do religious and non-religious views teach us about caring for the Earth? Thematic *Climate Advocacy

6 Assessment and Recording in Religious Education

6.1 Assessment within Religious Education is grounded in the expected outcomes set out within the Agreed Syllabus, alongside Understanding Christianity, NATRE and RE today which have been developed in line with national guidelines. These outcomes are distilled into six Key Performance Indicators for each year group, and students will be assessed regularly against these KPIs.

6.2 Our approach to assessment acknowledges the need for holistic tracking of pupils' progress in RE while recognising that these indicators do not encapsulate all facets of teaching and learning in the subject. Specifically, pupils' personal views and insights are not formally assessed yet remain a central component of quality Religious Education.

6.3 Progress in RE will be reported annually to parents, holding a significant place in the end-of-year reports presented to families. This transparency ensures that parents are kept informed about their child's development and engagement within the subject, fostering a partnership between home and school in nurturing thoughtful, reflective individuals.



In summary, the updated Religious Education Policy at St Paul's Church of England Primary School embraces an evolving approach that reflects both the changing educational landscape and the imperative to nurture understanding, respect, and spirituality in young learners. The transition to the New Herefordshire RE Curriculum for 2025-2030, incorporating insights from NATRE and the RE Today scheme, will enhance our commitment to delivering high-quality Religious Education. Through this policy, we reaffirm our mission to illuminate the goodness in others, inspire our pupils through God's love, and equip them for a meaningful, reflective life journey.