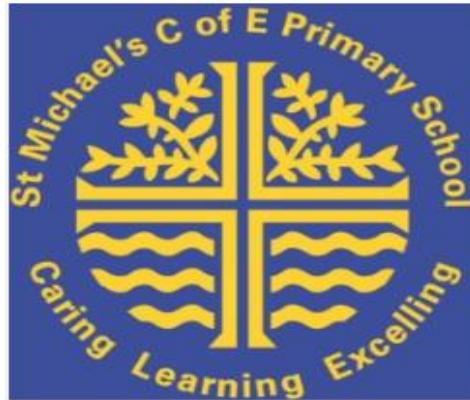




St Michael's Church of England Primary School

RE Policy 2025/2026

In our inclusive and caring church school community our actions are mirrors of our Christian values.

We strive to instil a love of learning through empowering all with the knowledge and skills that encourage them to be independent life-long learners; widening horizons and providing opportunities for all irrespective of their different starting points.

We have pride in who we are and excitement about who we can be.

The Purpose of RE at St Michael's Church of England Primary School

We teach RE as a core part of our school curriculum to help our pupils develop their religious literacy. We understand religious literacy to be:

“Our pupils’ ability to develop their knowledge, skills and understanding about worldviews, both religious and non-religious”.

The Aims of RE at St Michael's Church of England Primary School

RE at St Michael's Church of England Primary School will be provided within legal requirements. These are as follows:

1. The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old. This excludes pupils whose parents have chosen to withdraw from all or part of the RE curriculum.
2. The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian; it must also reflect the teaching and practices of the other principal religious and non-religious traditions represented in Great Britain.
3. The RE curriculum provided will be in accordance with the locally agreed syllabus for Lincolnshire. (2025-2030)

We deliver RE in accordance with the Church of England Education Office's [*Statement of Entitlement*](#).

Within this framework our aims in RE are for pupils to:

- Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews;
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts;
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK;
- Develop positive attitudes of mutual respect for and tolerance of those with different faiths and beliefs;
- Enhance their spiritual, moral, social and cultural development by:
 - Considering the 'big questions' raised by human experience and reflecting on how religious and other traditions respond to them;
 - Responding to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience;

- Reflecting on their own beliefs, values and experiences in light of their study of religious and other traditions.

The Context

St Michael's Church of England Primary School is a rural school for children in the age range 4 to 11. We are a voluntary controlled school and as such work to the Lincolnshire Locally Agreed Syllabus for RE.

As a Church of England school, we recognise the core place that RE occupies as part of a broad and balanced curriculum. We also understand the contribution of effective RE to our journey towards realising our school's distinctively Christian vision.

We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds, ensuring that our actions are mirrors of our Christian values.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

Time Allocation

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2/KS3. This time is typically arranged as discrete hour-long lessons per week.

RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals. The locally agreed syllabus is also used to underpin the teaching of RE in EYFS.

RE curriculum time does not include values lessons, collective worship or assembly. These are delivered in addition to the RE curriculum.

Curriculum and Planning

Our RE Curriculum is based on the Lincolnshire locally agreed syllabus. The curriculum is bespoke to St Michael's but at the same time fulfils all of the compulsory aspects of the locally agreed syllabus. All RE units will be taught around termly "big questions", which form the basis for learning. At KS1, the principal religions studied will be Christianity, Judaism and Islam; at KS2, the principal religions studied will be Christianity, Judaism, Islam and Hinduism. It is not expected that pupils will study all six major world religions in depth during their time at St Michael's Church of England Primary School, although they will have learning opportunities that allow them to encounter all these faiths. The rationale behind this is that children will become independent life-long learners, who develop the necessary skills and disciplinary

knowledge to be able to interpret and understand all worldviews that they may encounter throughout their lives.

It is expected that pupils will also encounter non-religious worldviews, such as Humanism, as part of their RE curriculum. Pupils will learn that everybody has a worldview, whether this may be religious or non-religious, and they will develop their personal knowledge of their own worldview and how this has formed and show pride in who they are.

We carry out curriculum planning for RE in three phases (long-term, medium-term and short-term). The long-term plan maps the sequence of learning in RE across the school; the medium-term plan gives details of each unit of study delivered to each Key Stage. As we have mixed-age classes, we carry out the medium-term planning on a two-year cycle. The class teacher writes the plans for each lesson. These are discussed on an informal basis with the RE Subject Leader and form part of the annual monitoring process for RE teaching and learning.

Teaching and Learning

Ofsted guidance encourages a range of teaching and learning styles in RE; our policy is to aim to ensure enquiry, art, drama, thinking skills, speaking and listening activities, multisensory activities, visits/visitors, ICT and other teaching strategies are used in order to enable each child to progress in RE according to their individual needs, as well as instilling a love of learning. We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of SMSC to this subject alone. We teach to the attainment targets of the Lincolnshire locally agreed syllabus for RE and follow the guidance of the Lincoln Diocesan Board of Education in relation to assessment of progress and attainment in RE. Each child's progress in RE is assessed annually as well as regularly through teacher assessment. This will be based on regular monitoring of work in RE using a variety of methods, including verbal feedback and written comments on individual pieces of work.

Resources

St Michael's Church of England Primary School has invested in a wide range of appropriate books and artefacts and the RE Subject Leader audits these resources annually. We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of high-quality RE.

Supporting All Learners

Whole school policy with regards to SEND and differentiation applies to RE. Teachers ensure that the learning activities employed in RE are differentiated to meet a variety of learning needs and provide opportunities for all. At St Michael's Church of England Primary School, we teach RE to all pupils, irrespective of their different starting points. RE forms part of our commitment to provide an inclusive, broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of all pupils and we take all reasonable steps to achieve this. For further details, see separate school policies.

Inspection

The effectiveness of RE is inspected as part of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. It makes judgements on religious education, collective worship, and pupils' spiritual, moral, social, and cultural (SMSC) education in Church of England and Methodist schools. St Michael's Church of England Primary School is a Voluntary Controlled School. It is the responsibility of the RE Subject Leader to review and maintain evidence for the RE elements of this inspection, with appropriate support from the head teacher, governors and Diocesan RE Adviser.

Monitoring and Review

We intend that this policy should operate for the next year, and then be fully reviewed by staff and governors. The RE Subject Leader will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RE.

The RE Subject Leader must evaluate their own leadership of the subject during each academic year. The RE Subject Leader must work with their line manager to ensure that leadership of RE remains a high priority and is of a high quality.

Withdrawal from RE

We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the RE Subject Leader/Head teacher/school governors.

Should a parent/guardian request that their child be withdrawn from RE, we will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, *but should not incur any additional cost in doing so*.

Any queries regarding withdrawal from RE should be directed to the RE Subject Leader (Mrs K Burford) in the first instance, and thereafter to the Head teacher (Miss S Addison).