St Paul's
C of E Primary School

A place to belong

Religious Education Policy

Acting Headteacher:	**Charlotte Hughes**
Member of Staff Responsible:	**Sarah Hann**
Reviewing Committee:	**Curriculum**
Effective Date of Use:	**10th March 2026**
Term of Next Review:	**Spring 2027**

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."

Romans 12:5-8

RE Policy

Introduction

Derived from our biblical underpinning, our vision means that our school is ‘A Place to Belong’.

> “Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely.” **Romans 12:5-8**

We are ‘a family where everyone feels safe, happy and valued, and is supported to achieve their full potential’. Our approach to Religious Education supports this and all of our school values: Family (Koinonia), Compassion, Perseverance and Forgiveness.

At St Paul’s C of E Primary School RE has an important and central place within our curriculum. Concepts and values are explored both through discrete RE lessons and through Faith Days and Curriculum Weeks.

York's Agreed Syllabus was launched in May 2021, the Governors, in consultation with the Head teacher have adopted the York Agreed RE Syllabus and alongside this we use Understanding Christianity to support our curriculum.

Through our RE curriculum we aim to help children to:

- Know about and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of religions and worldviews
- Gain and deploy the skills needed to engage seriously with religions and worldviews.

Spiritual, Moral, Social and Cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which *‘promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life’.* Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal Development and Wellbeing

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices. RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

Teaching and Learning RE at St Paul's

The RE curriculum at St Paul's C of E School is designed to deliver specified elements of the Programme of Study outlined in the York Agreed RE Syllabus. The Long Term Plan requires the teaching of 3 key questions per year, balancing across the strands of **Believing, Expressing and Living.**

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection. We use Windows, Mirrors and Doors to promote Spirituality and this is often used in RE lessons.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith communities and therefore suggested school trips to support the curriculum or visitors into school are on the Long Term Plan to support teachers in planning.

Time Allocation

Schools must ensure that sufficient time is given in order to enable pupils to meet the expectations set out in the York Agreed Syllabus (City of York), ensuring that the curriculum is coherent and shows progression.

EYFS	**36 hours of RE,** e.g. 50 minutes a week or some shorter sessions implemented through continuous provision.

KS1	**36 hours of tuition per year** (e.g. an hour a week, or less than an hour a week plus a series of RE days)
KS2	**45 hours of tuition per year** (e.g. an hour a week, or a series of RE days or weeks amounting to 45+ hours of RE)

Early Years Foundation Stage

During the EYFS, children's learning in Religious Education contributes to both the prime and specific areas of learning, in particular Personal Social and Emotional Development, Understanding of the World and Communication and Language. This enables them to work towards the Early Learning Goals.

What Religions are to be taught

In accordance with the structure of theYork SACRE traditions are to be studied in depth as follows:

Schools should consider the pupils they serve in deciding whether to go beyond the minimum entitlements to learning about religions, which are that pupils should learn from:	
EYFS	Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
Key Stage 1	Christians and Muslims and/or Jewish people
Key Stage 2	Christians, Muslims, Hindus and Jewish people

Assessment, Achievement and Attainment

Pupils' progress is carefully recorded and tracked. In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant Programmes of study. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programmes of Study. Assessment in this agreed syllabus is related to end of key stage expectations.

Responsibilities for RE within the school

To ensure all pupils make progress in achieving the learning objectives the headteacher and RE coordinator will monitor RE within the school through regular communication with staff responsible for the teaching of RE, through lesson observations, termly book scrutiny and through staff and pupil voice. The link governor for RE also supports monitoring progress

within RE and holds pupil voice to ensure triangulation of information, this is then fed back to the Governing board.

The Right of Withdrawal from RE

At St Paul's we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as History or PSHE. We would ask any parent considering this to contact the Headteacher to discuss any concerns or anxieties about the policy, provision and practice of RE at St Paul's.

Managing the Right of Withdrawal

Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure that parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision. No reasons for the withdrawal need to be given.

If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises.

Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question if applicable.

Outside arrangements for RE are allowed as long as the LA is satisfied that any interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session.

Monitoring and Review

This policy is reviewed annually by the RE link governor and the headteacher.

Any changes made to this policy will be communicated to all members of staff.

All members of staff involved in RE lessons are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

Table of Changes

Review Date	Reason for Change