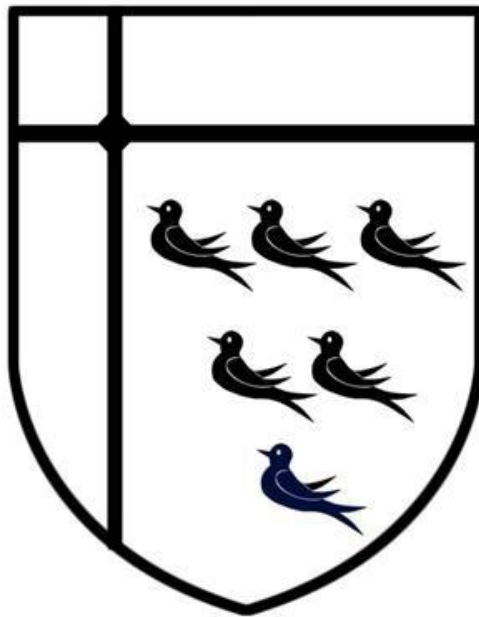


St Wilfrid's
Church of England Primary School



**Growing Success
Rooted in Faith**

St Wilfrid's
RE Policy
December 2025

RE Policy

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1. Vision for RE

‘Together we will be our best...

As a school we are committed to providing high-quality religious education through a curriculum that inspires our children, is accessible to all and is firmly rooted in the teachings of Jesus. We strive to enable our children to thrive and succeed, through reaching their academic potential and developing their sense of identity, belonging, purpose and faith.

...and shine as lights in the world.’

2. Ethos Statement

Recognising its historic foundation, St Wilfrid’s will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with our town parishes and the diocese of Chichester.

St Wilfrid’s aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

3. Introduction

RE is central to the purpose of St Wilfrid's CofE Primary School because as a church school we see that the Christian faith informs all aspects of our life together and commits us to a search for truth.

RE in St Wilfrid's CofE Primary School explores how individuals and communities make meaning and sense of their lives through exploring the major religions of the world as well as non-religious world views. It enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. Values education permeates the RE curriculum, and wider curriculum, at St Wilfrid's CofE Primary School.

The Church of England Education Office publish a 'Statement of Entitlement' for RE which has been considered in the formation of this policy.

At this school, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

4. Aims and objectives

Specifically, RE aims to enable pupils of all abilities and stages of development to:

- Develop knowledge and understanding of the Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
- Develop knowledge and understanding of the beliefs and practices of some of the other principal religions and non-religious world views in Britain.
- Understand how belief impacts on culture, relationships, values and lifestyle.
- Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
- Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
- Explore ways in which religious values and teaching have an impact on actions and decisions for people of faith.
- Be supported in their own search for meaning and purpose in life.

- Develop a sense of awe, wonder and mystery.
- Explore concepts of love, forgiveness and sacrifice.
- Develop skills of reflection, empathy, communication, analysis, investigation, interpretation, evaluation and synthesis.
- Develop attitudes of respect, sensitivity, open mindedness and self-esteem.

5. Legal Framework

St Wilfrid's CofE Primary School is a Church of England Academy School, therefore the provision of RE must be in accordance with the Trust Deed of the School. The Governors, in consultation with the head teacher have decided, following advice from the diocese, to adopt the Locally Agreed Syllabus for RE and supplement this with the Understanding Christianity resource to ensure that two thirds of the curriculum time is spent on Christianity.

Parents have a legal right to withdraw their children from religious education lessons, but as RE is central to the life and identity of St Wilfrid's CofE Primary School we would ask parents to discuss with the head teacher any reasons they might have for doing this.

6. Teaching and learning

- The scheme of work for RE maintains a balance between Learning about Religions and Learning from Religions.
- There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus.
- The scheme of work ensures that there is continuity and progression for pupils and opportunities for assessment in both attainment targets.
- A range of teaching and learning activities ensure that pupils learn effectively and with interest.
- Pupil progress and attainment in RE is tracked.
- Progress in RE forms part of the pupils' annual report to parents.
- RE is be taught either as a discrete subject or as part of a cross curricular approach where appropriate.
- A range of visitors are invited to support the teaching of RE, and where possible, there are planned visits to places of worship.

- In this school the faiths taught in RE at KS1 are Christianity and Islam and at KS2 Christianity, Buddhism, Hinduism, Islam and Judaism as well as non-religious world views.
- RE will be prioritised within the organisation of the curriculum. We aim to dedicate 10% of curriculum time to RE and not less than 5%. RE is taught across the school as weekly RE lessons.

7. Approaches to Teaching RE

For RE to play its full part within the broad, balanced and coherent curriculum to which all pupils are entitled, we ensure that:

- High quality knowledge rich, learning experiences in RE are designed and provided by careful planning through the locally agreed syllabus and diocesan materials taking into account the need to offer breadth of content
- RE is delivered in ways that make it a lively, active subject by employing a variety of teaching methods, including technology, art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories and the use of periods of stillness and reflection
- Where possible pupils have opportunities to encounter members of local faith communities through visits to places of worship or visits from members of local faith communities.

8. Assessment and Monitoring of RE

In line with the school approach on assessment and monitoring, learning intentions for each lesson are shared with the pupils. Tasks are set which are linked to the learning intentions. Pupils are encouraged to reflect on the development of their knowledge and skills to enable them to assess their own progress in RE and to understand how to improve their RE work. Teachers are responsible for the regular assessment of pupils in their class through evaluating their responses to the tasks set and in response to this ensure that appropriately challenging tasks are set. After each unit teachers complete an assessment form showing the learning achieved and, at the end of each term, record which pupils are achieving, above, at, just below or below their age-related expectations.

The data provided is used by the subject leader to track pupil progress throughout the school and reflect on the impact of the RE teaching and learning in the school.

Monitoring and Evaluation of RE Standards of teaching and learning in RE are regularly monitored as part of the agreed monitoring cycle in school. Governors are involved in determining the monitoring cycle and participate in it. This includes the usual methods of lesson observations, work scrutiny, learning walks, analysis of assessment data and pupil voice.

9. Reporting to Parents

On an annual basis, the school reports to parents on attainment and progress in RE based on teacher judgement.

The RE subject leader plays a lead role in monitoring RE within the school and is responsible for providing evidence of how RE contributes to the life of the school as part of the (SIAMS) self-evaluation process.

10. Subject Leadership

The RE subject leader:

- Supports and monitors the subject and receives an adequate budget to do this.
- Ensures that his/her subject knowledge and expertise are kept up to date by means of regular training.
- Ensures that staff receive adequate training in the teaching and assessment of RE.
- Regularly monitors the quality of RE teaching across the school.
- Liaises with the governor who holds responsibility for RE and reports regularly to the governing body on progress and attainment in RE.
- The RE subject leader and head teacher ensure that the principles set out the Church of England's Statement of Entitlement for RE are implemented.

11. Resources

There are resources for each of the major world faiths in the school. The RE coordinator has some additional resources that can be borrowed. There are a wide range of books relating to religion in the school library and the resources area.

12. The Contribution that RE makes to School Self Evaluation

RE makes a significant contribution to the school development plan and is key to our school evaluation. In the SIAMS inspection schedule, our approach to RE will make an impact across many of the seven strands.

13. The Contribution of RE to Other Curriculum Aims

Spiritual, moral, social and cultural development (SMSC)

SMSC 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 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. Church schools are particularly concerned about the holistic development of children and young people and recognise that a good education is about forming people who have the moral strength and spiritual depth to live a fulfilled life in a society that is marked by rapid change, global competition and insecurity. RE should play a key role in this.

The school's Christian values

RE along with all the other subjects in the curriculum, should contribute, to the promotion of the school's distinctively Christian values. Making connections between the values and learning in RE will bring about greater understanding of these values, where they come from and how they can be put into practice across a range of experiences.

Respect for All & Global Learning

RE makes an important contribution to a school's responsibility to promote respect for all, responsible citizenship and global learning. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism, discrimination & extremism. It can also impact on the school's duty to promote community cohesion. By examining the beliefs and inspiration provided by key religious figures, RE should also play a part in encouraging pupils to contribute to the school and wider community and to develop attitudes of service to others.

RE provides a positive context within which the diversity of cultures, beliefs and values within the school community can be celebrated and explored. It provides opportunities to investigate patterns of diversity of religion and belief in the local community in which it is located and for forging links with different religious groups in the local area in particular local churches. A major focus of RE should be the study of diversity of religion and belief in the UK and how this influences national life. RE also involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

Promoting British Values

RE provides opportunities to promote and discuss the 'British Values' of democracy, the rule of law, individual liberty & mutual respect. These discussions may also play a part in helping schools with their new duties in terms of preventing individuals from being drawn into terrorism. Church of England Schools should see themselves as part of the solution to the threat of radicalism. This should involve not just trying to prevent the development of an extremist view but should be more about promoting a positive

vision of the contribution of different religions. This means high quality religious education should equip children with accurate information, critical skills and that pupils should be taught that those who advocate violence and hatred in the name of God are distorting their faith.

Document History:

RE Policy	
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Date Reviewed	Amendments Made	Date Approved	Approved By	Next Review Due
Dec 2024	New policy introduced. To be developed and adjusted with CofE Flourishing guidance during 2025	13/12/2024	LGB	Dec 2025
Dec 2025	Minor adaptations to reflect changes in EYFS and focus on adaptations	12/12/2025	LGB	Dec 2026