

*Journeying together with God*

**Bramley St Peter's C of E (VA)  
Primary School**

## **RELIGIOUS EDUCATION POLICY**

*Ratified by the Governing Board on 18<sup>th</sup> September 2025  
To be reviewed every two years.  
Review due September 2027*

## **Our RE policy is underpinned by our vision and values:**

Journeying together with God.

We nurture children by providing an environment where they feel safe, loved and secure. This enables them to be well prepared for the journey ahead. We celebrate the uniqueness of every child of God and encourage them to shine.

From this firm foundation our pupils embark on their learning journey, exploring and making discoveries along the way. We encourage each child to enjoy the adventure and challenge of learning.

Within this journey, children learn to show care, love and respect. They develop the key skills they need for their learning journey, including self-respect and sensitivity to the needs of others.

### **Rationale**

*“The principal aim of RE in church schools is to affirm, encourage and challenge pupils on their spiritual journey.” (Board of Education minutes 19 March 1992, adapted 2003)*

Although Religious Education is a compulsory and core subject within the basic curriculum of the school, it is not a National Curriculum subject.

It is the direct responsibility of the Governing Board to decide the policy for the teaching of Religious Education at Bramley St Peter's.

As a Church of England Voluntary Aided School, Religious Education at Bramley St Peter's is firmly rooted in Christianity. Bramley St Peter's uses the Diocesan Syllabus for Religious Education from the Dioceses of Leeds and York, including the 'Understanding Christianity: Text, Impact, Connections' resource as recommended by The Diocese of Leeds. The school's long term plan has been designed to incorporate the units from both resources.

Religious Education reflects the nature of our inclusive school, bringing together children from a wide range of economic, social, ethnic and faith backgrounds; creating an exciting and diverse learning community. It is underpinned by a distinctly Christian ethos, whilst welcoming the enrichment brought to the life of the school by children from other faith groups and none.

Parents do have a right to withdraw their children from Religious Education. However, it is expected that in this school, where Religious Education is a distinctive, important and integral part of the school's ethos and curriculum, this right will be seldom exercised.

### **Aims**

The principal aim, as set out in the Diocese Syllabus, is to enable pupils to hold balanced and informed conversations about religion and belief.

At Bramley St Peter's we achieve this through meeting these aims:

- To seek to develop pupils' knowledge, understanding and awareness of Christianity and the beliefs and practices of other world faiths.
- To encourage respect and acceptance for those holding different beliefs in the spirit of our Christian ethos.

- To encourage pupils to extend a positive awareness of themselves and their self-worth.
- To develop pupils' confidence and competence in making informed judgements about religious questions and dealing with moral issues, choices and dilemmas.
- To enhance the spiritual development of the pupils – developing their awareness of the deeper questions of life and reflecting on their own values and experiences.

### **We will seek to achieve our aims by ...**

- Providing a happy, well-structured, Christian environment.
- Providing a caring, non-judgemental and listening environment.
- Integrating with the life of St Peter's Church and teaching the value of prayer and worship.
- Visiting a variety of different churches and places of worship from other religions.
- Promoting equal opportunities for all pupils whatever their race/ethnicity, religion, gender/gender identity, age, sexual orientation or ability.
- Teaching tolerance and challenging prejudice towards people of different faiths through providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multi-lingual society.

### **Approach**

All the units of teaching follow the same approach and incorporate the following three aspects:

#### **Making sense of the text**

- Identifying and making sense of core religious and non-religious concepts and beliefs; understanding what these beliefs mean within their traditions; recognising how and why sources of authority are used, expressed and interpreted in different ways, and developing skills of interpretation.

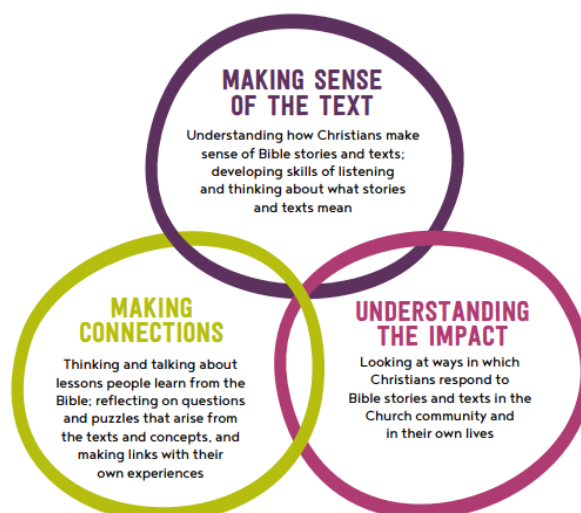
#### **Understanding the impact**

- Examining how and why people put their beliefs into action in diverse ways, within their everyday lives, within their communities and in the wider world.

#### **Making connections**

- Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied; allowing pupils to challenge ideas and the ideas to challenge pupils' thinking; discerning possible connections between these ideas and pupils' own lives and ways of understanding the world.

The three aspects link together as can be seen in this diagram (from the Understanding Christianity resource).



## **Curriculum content**

Pupils in **Foundation Stage** will begin to develop their understanding of Christianity and explore aspects that are important to them.

In **Key Stage One** children will continue to look Christianity and will begin to learn about Jewish and Muslim people too.

In **Key Stage Two** children will develop their knowledge and understanding of Christianity. Children in Year 3 will learn about Sikh people. Children in Year 4 will learn about Hindu people. Children in Year 5 deepen their understanding of Jewish and Muslim people. Children in Year 6 then draw their knowledge of all these religions together and cover some thematic units where comparisons are made between religions.

Through the study of religions, pupils will learn skills and processes including:

- reflection, thinking about what it means to belong to a faith community;
- application, making connections between differences in religions;
- empathy, considering their own beliefs and those of others;
- analysis, learning about sacred texts and meanings;
- interpretation; understanding and valuing what is good and true;

They should also begin to develop their attitudes of curiosity, understanding, respect, reflection, commitment and consideration.

## **Teaching and Organisation**

RE is generally taught in weekly sessions. The long term plan sets out which units are allocated to each year group. Each unit is taught from the ideas set out in the Understanding Christianity resource and the RE Syllabus (other religions and thematic units). Each unit follows the same approach as detailed above and includes learning outcomes which form the basis of our assessment procedures.

Work should be planned 'with the end in mind' and should be informed by previous planning.

Pupils' learning should be based on first-hand experience wherever possible (a visit, a debate, a visitor, an artefact, role play, music) or drawn on pupils' own personal experiences. Posters, audio-visual materials and stories can also make very valuable contributions.

## **Resources**

We are fortunate to have a wide range of RE resources and these are stored in cupboards in the Year 5 shared area. Staff should notify the co-ordinators of any specific or extra resources that may be required.

## **Visits**

Visits to places of worship are an important and integral part of the children's experiences for RE. They should support children's learning of the religion in question. When teachers arrange a visit for RE they must take into consideration the guidelines set out in the school educational visits policy and fill in the online EVOLVE form and the appropriate risk assessments. As a school we aim for each phase to visit a place of worship, in line with their curriculum plan. We believe there is great value in these visits so support from the RE coordinators is given when arranging the visit and all costs are paid for directly by school.

## **Provision for equal opportunities and differentiation**

Strategies must be adopted to ensure that all children have access to Religious Education regardless of gender/gender identity, race/ethnicity, age, sexual orientation, physical or

intellectual ability. As with all curriculum areas, work should be differentiated to meet the needs of all pupils.

### **Assessment, record keeping and reporting**

Assessment in RE is used to inform teaching and learning. The learning outcomes from each teaching unit form the basis of our assessment system. There are outcomes for each of the three different aspects: **making sense the text**, **understanding the impact**, **making connections**.

Teachers assess the children against the end of year outcomes, giving an indication when a child has secured an understanding of the content taught. Each unit has learning outcomes that feed into the end of year outcomes and the learning outcomes have been converted into 'I can...' statements so they are easier for children to understand.

A points system is then used to determine whether a child is 'below', 'working towards' or has 'met' the end of year outcomes.

Core learning objectives	I can statements	
(Y3 2a.1) Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.	I can place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.	1
(Y3 2a.2) Make clear links between the story of Noah and the idea of covenant.	I can act out the story of Noah with my friends. I can ask questions to 'Noah' at different points in the story.	1
(Y3 2a.3) Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.	I can explain that a Gospel is a life story or biography of the life and teaching of Jesus.	1

A spreadsheet (see example on the left) is used to track children's progress against the 'I can...' statements for each unit. Children are assessed against each outcome and it is noted when they have met the objective. A score of 1 is given on the tracking spreadsheet and the number of points totalled at the bottom. This indicates where children are in relation to the end of year outcomes.

The RE curriculum team then regularly collect copies of the spreadsheet in order to analyse this information. This is to help with planning and continuity and to track the progress of children in their RE learning.

Assessment in some areas of RE may be more difficult than in others. Where appropriate, work can be monitored by looking at written work; work from children's individual RE books and entries in the class RE big book. Alternatively questioning, observation and photographs may be used.

### **The role of the RE curriculum team**

- To prepare, co-ordinate and evaluate the current RE syllabus and monitor its planning, recording and reporting.
- Track the progress of children in their RE learning.
- To support staff in their RE teaching by giving advice, organising training and offering opportunities for staff development, providing and updating resources etc.
- To regularly review the policy and look for ways to further develop the provision of Religious Education.

*Written by R Esplin - May 2015*

*Reviewed by R Esplin and B Wood (RE curriculum team) – Sept 2016*

*Reviewed by R Esplin (Headteacher) and B Wood (RE leader) – Jan 2018*

*Reviewed by R Esplin (Headteacher) and B Wood (RE leader) – Jan 2019*

*Reviewed by R Esplin (Headteacher) and B Wood (RE leader) – Jan 2020*

*Reviewed by R Esplin (Headteacher) and B Wood (RE leader) – July 2021*

*Reviewed by R Esplin (Headteacher) and B Wood (RE leader) – July 2023*

*Reviewed by R Esplin (Headteacher) – July 2025*