

St Mary Magdalene C of E Primary School
Headteacher: Mrs S Pearson
Assistant Headteachers: Miss E Cave and Mrs R Turvey



Religious Education Policy

September 2025

The next scheduled review date for this policy is **September 2026**.

Policy: Religious Education Policy
Approved by: Headteacher
Date: September 2025
Review cycle: Annually

VERSION CONTROL			
VERSION	DATE	AUTHOR	CHANGES
2	17.9.25	E Cave	Added version control Updated vision and values Assessment section to include details around INSIGHT

Religious Education Policy

Our Vision and Values

“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you.” (Joshua 1:9)

In our family, we have the courage to embody Jesus’ love for us. We put others’ needs above our own. We act with integrity and respect. And when others fall short of our expectations, we support them to atone and extend our forgiveness. In doing this, we prepare children to live life in all its fullness: its joys and celebrations, its sorrows and struggles.

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life’s challenges.

“Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you.” (Joshua 1:9)

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In our family, love impels us to:

- put others’ needs above our own;
- act with humility and without entitlement;
- empower all our community to flourish and succeed;
- provide a haven of compassion and safety, where children and adults know that they are cherished; and
- support those experiencing suffering and sadness – in our community and beyond.

“Let all that you do be done in love.” (1 Corinthians 16:14)

Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

“Whatever you wish that others would do to you, do also to them.” (Matthew 7:12)

Forgiveness

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions;
- have a robust approach to dealing with situations when things go wrong;

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- repent when we fall short of our own and others' expectations; and
- forgive others for their indiscretions.

"If your brother sins, rebuke him, and if he repents, forgive him." (Luke 17:3)

Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6). With this in mind, we strive to build kind and trusting relationships by:

- speaking and acting with integrity;
- ensuring that children have a strong voice in every aspect of school life, and acting on this; and
- working openly and compassionately with others, even when messages might be difficult to give or receive.

"And you will know the truth, and the truth will set you free." (John 8:32)

Aims

Through RE, we aim to support pupils to:

- build a coherent understanding of Christian belief and practice;
- explore the significant theological concepts within Christianity;
- consider Christian perspectives on life;
- think critically about their own beliefs and actions; and
- develop a wider understanding of other religious beliefs, practices and theology.

Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- Statutory Inspection of Anglican and Methodist Schools 2021
- DfE (2012) Religious Education (RE) and collective worship in academies and free schools
- Equality Act 2010
- Education Act 2002
- Education Reform Act 1988

This policy has due regard to the most recent version of the following school policies:

- Behaviour Policy
- Assessment Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Marking and feedback Policy

Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of languages, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all RE-related resources.
- Liaising with teachers across EYFS, KS1 and KS2
- Communicating developments in the subject to all staff.

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- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' knowledge and understanding in RE, with due regard to 'Understanding Christianity'.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of 'Understanding Christianity'.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader to implement and develop RE throughout the whole school.
- Organising and providing training for staff regarding the RE curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the use of teaching assistants in order to meet pupils' needs

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Curriculum Progression and Sequencing

As a Church of England school, the RE curriculum maintains a strong Christian focus. We also recognise the importance of preparing children be citizens in a multi-cultural society, and as such explore the beliefs and practices of other faiths such as Islam and Judaism at an age-appropriate level.

The school carefully sequences knowledge, concepts and procedures to build knowledge and skills systematically over time. This is illustrated by way of a Curriculum Progression Map and Curriculum Objectives which set out what is taught in each year group across the school alongside the order of units taught; these can be found in the appendix of this policy.

Staff are further supported by the long-term overview. This can also be found in the appendix to this policy.

Within the curriculum, there is sufficient flexibility so that the school can address identified gaps in pupils' knowledge. Opportunities are planned to revisit previously learned knowledge, concepts and procedures; this is to ensure that, once learned, knowledge becomes deeply embedded in pupils' memories and allows rapid and accurate recall. This enables pupils to work with increasing independence, apply their knowledge to more complex concepts and procedures, and gain enjoyment through a growing self-confidence in their ability. These opportunities are documented in the Scheme of Work.

Planning

- All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- Teachers will use the key learning content from 'Understanding Christianity.'
- Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- Long-term planning, set out by the RE Subject Lead, will be followed in each year group.
- Short-term planning is the responsibility of the class teacher. This is achieved by building on long-term planning, considering pupils' needs and identifying the method in which topics could be taught.
- All lessons will have clear learning objectives, which are shared and reviewed with pupils.
- Lessons will be differentiated to meet the needs of all pupils. This will be flexible and informed by assessment, marking and feedback.
- Homework may be set in this subject area, but is not a weekly requirement.
- Homework can take a variety of formats, including games, oral practice and written tasks.

Recording:

The outcomes of each lesson will be presented in the class RE Subject Portfolio. This may include examples of pupils' work, their comments or photographs. Each page will be dated with the learning objective given. Pupils in KS2 also record work in their personal RE books, when appropriate. Possible lesson outcomes include writing, art-work, drama, presentations, discussions and posters.

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Resources

'Understanding Christianity' resources can be accessed on the school server. Resources for Christianity and general religious education topics are kept in the designated area. Staff have access to relevant children's books appropriate to the subject material to support the RE curriculum.

Display

Each classroom has an RE display in the classroom area which displays work related to the current concept being taught. There is also a prayer and worship space/reflection area that children have access to. This includes visual prompts to our school values.

Assessment, Marking and Feedback

Assessment should be carried out in line with the school's Assessment Policy and Marking and Feedback Policy.

At St Mary's, staff ensure that pupils have sufficient understanding of, and unconscious competence in, prerequisite knowledge, concepts and procedures that are necessary to succeed in each lesson through effective marking and feedback procedures as detailed below:

- Highlighting of learning objectives to show achievement (indicative marking); pink to signal achievement, blue to signal that it is not yet met.
- Mistakes/misconceptions highlighted in blue.
- Developmental marking will be undertaken once in each unit, by way of whole class feedback.
- Marking of books should be carried out before the next session so that this can inform planning/teaching/focus groups. This will also inform ongoing tracking/target setting in the front of the books.
- Children should respond to feedback as soon as possible after marking has been completed.
- Verbal feedback should be recorded with VF when given

With specific reference to formative assessment in RE, the following will apply:

- Pre-Learning assessments are used to inform teaching and ensure that pupils have the prerequisite knowledge needed.
- Post-Learning assessments are used to inform assessment and future teaching. This information is triangulated with lesson AfL to inform formative assessment, which is inputted termly onto INSIGHT.

Equal Opportunities

All children are entitled to an equal opportunity to learn regardless of race, culture, language, religion, colour, language, gender or ability. We aim to deliver a broad and balanced RE curriculum appropriate to children's needs, ages, and levels of understanding. Mutual respect and tolerance for all religions is actively promoted through the study of Religious Education.

As a Dyslexia-friendly school, we use a range of strategies to support pupils' reading and writing in foundation subjects. Staff have received specific training about special educational needs and use individual 'Pupil Passports' to highlight strategies that are beneficial to particular children. This may include techniques such as not expecting children to copy from the board, displaying key lesson vocabulary clearly and providing children with the opportunity to record their learning in a variety of ways (e.g. art, drama, using IT).

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Appendices

Please follow the hyperlinks to the following documents:

- **Appendix 1:** [RE Curriculum Progression Map](#)
- **Appendix 2:** [Long term overview- RE](#)