



Deanery C.E. Primary School

Academy Status

Religious Education Policy

May 2026

The Deanery School Christian Ethos

Our School Motto – ‘Ad Majorem Dei Gloriam’

Translated this simply means ‘To the Greater Glory of God’.

Vision

At the Deanery, our vision is rooted in the words of Luke 10:27 — to love God with all our heart, soul, strength and mind, and to love our neighbour as ourselves.

This shapes everything we do. We seek to respond faithfully to God’s love by nurturing a community where each person is valued, supported and encouraged to flourish. In every aspect of school life—both the everyday moments and the significant milestones—we aim to reflect God’s love through our actions, relationships and decisions.

Beliefs and Values

We believe that every child is precious to God and created to thrive. As a Christian school, we aim to model the love, compassion, respect and kindness taught by Jesus. Inspired by the call to “love your neighbour,” we seek to build a community marked by peace, hope, joy, grace and mutual care.

We believe that education, strengthened by faith and lived values, enables children to grow in confidence, character and understanding, fulfilling their God-given potential.

School Culture

At the Deanery, we strive to create a learning environment where all members of our community are supported to develop socially, spiritually, creatively and academically. Guided by Luke 10:27, we aim to show love for God and one another in the way we learn, work and live together.

We aim to:

- Foster a school community enriched spiritually, morally, ethically and socially through the Christian faith.
- Value every child as uniquely created and loved by God, regardless of faith, ability, gender or ethnicity.
- Nurture children to show respect, kindness and consideration—loving their neighbour as themselves.
- Provide experiences that develop confidence, resilience, independence and self-esteem.
- Support each child to fulfil their potential across the whole curriculum.
- Promote curiosity, knowledge and understanding in a secure, stimulating and enriched environment.
- Build strong partnerships with staff, governors, parents, the local community, parish churches and the Birmingham Diocese.
- Encourage each child to develop aspirations for their future and recognise their place in God’s world.
- Enable all members of our community to understand their responsibility and value within the wider community.

Introduction & Intent

A statement of the legal position of RE at Deanery CE Primary School

The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'. Deanery CE Primary School is a Church of England Academy with a Voluntary Aided heritage therefore the provision of RE must be in accordance with the Trust Deed of the School. The school have decided to follow the primary RE curriculum from RE today. This combines units from the Understanding Christianity scheme (Commissioned by the Church of England Education Office, and advocated for use in all Church of England schools), units covering what it means to follow other world religions and worldviews and thematic units.

Intent of teaching RE

As a school, we strive for excellence in education by encouraging each child to fulfil their individual potential within all areas of school life. Our motivation is embodied in our school vision to love God, love your neighbour and love yourself.

We aim:

- to enable children to encounter Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage;
- to enable children to learn about other major world religions and world views, their impact on society, culture and the wider world, facilitating children's expression of responses and insights;
- to contribute to the development of children's own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs.

At the end of their primary education at school, children should be able to:

- know about and understand Christianity as a living world faith, by exploring core theological concepts¹
- have developed knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians¹
- have developed their ability to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and beliefs of themselves, the world and human experience¹
- respect the faith of others
- Explain key features of major world religions.
- notice areas of similarities between faiths and worldviews.
- Make links between the way people from different worldviews see the world.

¹ These are the aims of the Understanding Christianity resource

The distinctive contribution RE makes to the life of the school and other curriculum aims and community cohesion

As a church school we are called to find ways to work towards every child having a life enhancing encounter with the Christian faith and with the person of Jesus Christ. At the Deanery school, this means that we will endeavour to ensure that encounters with the Christian faith will be positive for the children and that they will hear of the story of Jesus. Such encounters will show the children the treasures of the Christian faith in a way that invites, but does not coerce. The values and character of the school will also be shown in the way that attention is paid to the teaching of world faiths and other worldviews, particularly those represented in the school community and local neighbourhood. By exploring world faiths and worldviews we aim to enable children to make clear links with their own experience promoting a deep understanding of different viewpoints.

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.

Spiritual, moral, social and cultural development

Learning about and from religious traditions helps children to appreciate which aspects of life have been significant for most of humanity throughout the ages. 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. It also helps to show them what shapes people's behaviour and motivations, and points children towards positive models for their own lives.

Personal development and well-being

RE plays an important role in preparing children 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.

Approaches to teaching RE – Implementation

The RE curriculum at the Deanery spends half of the time exploring key Christian concepts through the use of the scheme Understanding Christianity. The rest of the curriculum time is split into units focussing on how individuals in a major world religion or worldview live and thematic units making links between religions and worldviews.

This approach aims to produce theologically literate children. Planning units are built around a key enquiry question, enabling higher level thinking whilst supporting non-specialist class teachers. Class teachers deliver RE weekly through a variety of teaching and learning 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 as well as using a cross curricula approach.

RE is taught in half termly units of work specified on the long-term plan (see appendix 1). The curriculum is designed to be a spiral curriculum with key concepts being revisited at a deeper level in higher year groups.

The curriculum allows opportunity to:

- Listen to the opinions of others respectfully, developing empathy
- Consider personal attitudes and beliefs
- Develop questioning skills and evaluate evidence
- Develop an understanding of moral issues

British Values are an integral part of the RE curriculum. Children explore religious beliefs and the impact of those beliefs on people of that particular religion. They then make connections to their own life experience and understanding of the world. These skills promote individual opinions, tolerance and mutual respect of the opinions of others and an appreciation of democracy and the rule of law.

How RE is organised

The RE curriculum is taught, following guidance in The Statement of Entitlement, for 5 – 10% of teaching time. It is delivered either as a discrete subject or when appropriate part of the cross curricula approach so that RE is not isolated from the wider curriculum.

In EYFS and KS1 the children study Christianity, Judaism, Islam and Hinduism. Non-religious worldviews are also studied in KS2. All staff have access to the long-term plan as well as the medium-term plans on the school network. A resources list is also on the network, listing the

artefacts that are available to support teaching. Resources are stored in a central location and are able to be accessed by all.

Children have the opportunity to visit a variety of places of worship related to religions being studied from year 1 to year 6.

Assessment and Recording of RE - Impact

Each child's overall development is assessed termly by class teachers as working towards the age-related expectation, working at the age-related expectation or working at greater depth.

Arrangements for monitoring standards of teaching and learning in RE

The curriculum leader for RE will monitor:

- Pupil progress by analysing termly assessment data
- Planning of RE across the school with an annual planning trawl and follow up checks as necessary
- Children's work in book trawls across the school and trawls of class portfolios

The RE curriculum is also monitored by the leadership team through:

- Book trawls
- Lesson observations
- Assessment data

Pupil and staff feedback is considered on at least a yearly basis.

Governors receive reports through the link governor for RE as well as scrutinising assessment data.

Responsibilities for RE within the school

As well as fulfilling their legal obligations, the governing body and Head teacher will make sure that:

- all children make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and children can make good progress
- where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that children receive their entitlement to RE.

It is the role of the RE leader to

- Monitor planning
- Monitor assessment data
- Manage an annual RE budget
- Provide adequate resources
- Develop targets for the School Development plan
- Prepare reports to governors
- Act as point of reference to colleagues

It is the role of the class teacher to:

- Implement the RE curriculum
- Take account of the range of ability within a class
- Complete termly assessments

- Be aware of, and use, relevant artefacts
- Highlight and bring to the attention of the curriculum leader for RE any areas of concern

The right of withdrawal from RE

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 children or there are issues related to religion that arise in other subjects. We would ask any parent considering this to contact the Head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at the Deanery CE School.

Date of policy review

Written by Miss L O'Rorke and Mrs J Richardson

May 2026

Approved by Lisa McIntosh, Head Teacher



Presented to the Governing Body



Appendices

1. Long Term Plan

RE Long Term progression plan

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception EYFS	<u>Unit 1</u> Why is the word God so important to Christians? (Creation)	<u>Unit 2</u> Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)	<u>Unit 3</u> Being special: where do we belong? (Thematic)	<u>Unit 4</u> Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)	<u>Unit 5</u> Which places are special and why? (Thematic)	<u>Unit 6</u> Which stories are special and why? (Thematic)
Year 1 KS1	<u>Unit 7</u> Who do Christians say made the world? (Creation)	<u>Unit 8</u> Why does Christmas matter to Christians? (Incarnation)	<u>Unit 9</u> Who is Jewish and how do they live? (God, Torah, the People)	<u>Unit 10</u> What do Christians believe God is like? (God)	<u>Unit 11</u> What does it mean to belong to a faith community? (Thematic)	<u>Unit 12</u> How should we care for the world and for others, and why does it matter? (Thematic)
Year 2 KS1	<u>Unit 13</u> What is the good news Christians believe Jesus brings? (Gospel)	<u>Unit 14</u> What is the good news Christians believe Jesus brings? (Gospel)	<u>Unit 15</u> Who is a Muslim and how do they live? (Part 1) (Tawhid/Ibadah/Iman)	<u>Unit 16</u> Why does Easter matter to Christians? (Salvation)	<u>Unit 17</u> Who is a Muslim and how do they live? (Part 2) (Tawhid/Ibadah/Iman)	<u>Unit 18</u> What makes some places special to believers? (Thematic)

Year 3 LKS2	<u>Unit 19</u> What is it like for someone to follow God? (People of God)	<u>Unit 20</u> What is the Trinity and why is it important for Christians? (Incarnation/God)	<u>Unit 21</u> How do festivals and worship show what matters to a Muslim? (Ibadah)	<u>Unit 22</u> How do festivals and family life show what matters to Jewish people? (God, The Torah, The People)	<u>Unit 23</u> What do Christians learn from the creation story? (Creation/Fall)	<u>Unit 24</u> How and why do people try to make the world a better place? (Thematic)
Year 4 LKS2	<u>Unit 25</u> What kind of world did Jesus want? (Gospel)	<u>Unit 26</u> For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)	<u>Unit 27</u> What do Hindus believe God is like? (Brahman, atman)	<u>Unit 28</u> Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)	<u>Unit 29</u> What does it mean to be a Hindu in Britain today? (Dharma)	<u>Unit 30</u> How and why do people mark the significant events of life? (Thematic)
Year 5 UKS2	<u>Unit 31</u> What does it mean if Christians believe God is Holy and loving? (God)	<u>Unit 32</u> What does it mean to be a Muslim in Britain today? (Tawhid, Iman, Ibadah)	<u>Unit 33</u> Why is the Torah so important to Jewish people? (God/Torah)	<u>Unit 34</u> Creation and science, conflicting or complementary? (Creation/Fall)	<u>Unit 35</u> How can following God bring freedom and justice? (People of God)	<u>Unit 36</u> What matters most to Humanists and Christians? (Thematic)
Year 6 UKS2	<u>Unit 37</u> Christians and how to live: what would Jesus do? (Gospel)	<u>Unit 38</u> Why do Christians believe that Jesus was the Messiah? (Incarnation)	<u>Unit 39</u> Why do Hindus want to be good? (Karma, Dharma, Samsara, Moksha)	<u>Unit 40</u> What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?) (Salvation)	<u>Unit 41</u> For Christians, what kind of king is Jesus? (Kingdom of God)	<u>Unit 42</u> How does faith help people when life gets hard? (Thematic)