



**Deanery C.E. Primary School**  
**Academy Status**

# **Religious Education Policy**

**October 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**

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

- 1.1 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.
- 1.2 The Deanery CE Primary School follows the Church of England Religious Education Statement of Entitlement (2025). The school has decided to follow the primary RE curriculum from RE today. Through our RE curriculum, pupils will develop a rich and well-informed understanding of Christianity as a diverse global living faith, gain knowledge and understanding of a range of religious and non-religious worldviews, develop religious literacy through disciplinary approaches to learning and explore their own personal worldviews in a respectful and inclusive environment.

### **2.0 Intent of teaching RE**

- 2.1 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.
- 2.2 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.
- 2.3 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 concepts<sup>1</sup>
  - have developed knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians<sup>1</sup>
  - 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 experience<sup>1</sup>
  - 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.

<sup>1</sup> These are the aims of the Understanding Christianity resource

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

- 3.1 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.

- 3.2 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.

#### **4.0 Spiritual, moral, social and cultural development**

- 4.1 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.

#### **5.0 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.

#### **6.0 Approaches to teaching RE- Implementation**

- 6.1 The RE curriculum at The Deanery is designed to enable pupils to develop a rich and accurate understanding of religious and non-religious worldviews. It follows the principles of the NATRE Primary RE Curriculum, with carefully sequenced learning that develops pupils' substantive knowledge, disciplinary knowledge and personal knowledge.
- 6.2 Christianity has a significant place within the curriculum, reflecting the school's context and the requirements of the locally agreed syllabus. Alongside Christianity, pupils encounter a range of religious and non-religious worldviews, including Judaism, Islam, Hinduism and Humanism. Learning enables pupils to explore both the diversity within traditions and the ways in which beliefs and worldviews are expressed and lived.
- 6.3 The curriculum is organised around meaningful enquiry questions and key concepts, enabling pupils to develop knowledge over time and revisit important ideas at increasing levels of depth. Units are designed to develop different disciplinary ways of knowing, including:
- **Theology-** exploring beliefs, sacred texts, concepts, interpretations and the ways in which religious people understand their traditions.
  - **Philosophy-** asking and responding to questions about meaning, truth, values, reason and existence, while developing pupils' ability to give reasons and consider different perspectives.
  - **Human and Social Sciences-** exploring how religious and non-religious worldviews are lived out by individuals and communities, using evidence from lived experience, practices and society.

- 6.4 This approach aims to develop pupils who are increasingly knowledgeable, curious and able to think critically about religion and worldviews. Pupils are supported to recognise that knowledge about religion and worldviews can be explored through different disciplinary approaches and that religious and non-religious traditions are diverse and constantly lived out in different ways.
- 6.5 RE is taught weekly through a range of teaching and learning approaches, including discussion, questioning, philosophical enquiry, the study of texts and artefacts, artwork, music, drama, stories, case studies, research, reflection and opportunities to encounter the lived experiences of religious and non-religious people. Where appropriate, meaningful links are made with other areas of the curriculum, while maintaining the distinct disciplinary nature of RE.
- 6.6 Through RE, pupils will develop increasing religious literacy, enabling them to engage respectfully, critically and knowledgeably with religious and non-religious worldviews.
- 6.7 RE is taught through units of work identified on the long-term plan (see Appendix 1). The curriculum is carefully sequenced so that pupils build on prior knowledge, develop subject-specific vocabulary and revisit key concepts and disciplinary approaches at increasing levels of complexity.
- 6.8 The curriculum provides opportunities for pupils to:
- Develop accurate knowledge and understanding of religious and non-religious worldviews.
  - Explore different ways of knowing and making claims within RE.
  - Ask thoughtful questions and use evidence to support their ideas.
  - Listen respectfully to different perspectives and recognise diversity within and between worldviews.
  - Develop their ability to interpret, analyse and evaluate sources and information.
  - Reflect on their own assumptions, values and perspectives.
  - Develop empathy, respect and an understanding of the beliefs and experiences of others.
- 6.9 British Values and the school's wider aims for personal development are supported through RE. Pupils encounter a range of beliefs, practices and perspectives and are encouraged to engage respectfully with difference. RE provides opportunities to explore issues of justice, fairness, responsibility, identity and community, while ensuring that pupils are not required to adopt or affirm any particular religious or non-religious belief.

## **7.0 How RE is organised**

- 7.1 RE is allocated approximately 5% of curriculum time in Key Stage 1 (typically 36 hours annually) and 5-10% of curriculum time in Key Stage 2 (typically 45 hours annually), in line with diocesan guidance and the Church of England Statement of Entitlement.
- 7.2 The RE curriculum is taught in accordance with the requirements of the locally agreed syllabus and the school's Statement of Entitlement, ensuring that sufficient curriculum time is allocated to provide high-quality RE. It may be taught as a discrete subject or, where appropriate, through meaningful cross-curricular links. However, the integrity and disciplinary distinctiveness of RE is maintained.
- 7.3 Across EYFS, Key Stage 1 and Key Stage 2, pupils encounter Christianity alongside a range of religious and non-religious worldviews. The curriculum includes sustained study of Christianity, Judaism, Islam and Hinduism, alongside opportunities to explore non-religious worldviews such as Humanism. Pupils also explore thematic questions which draw on knowledge from different religious and non-religious worldviews.
- 7.4 All staff have access to the RE long-term plan and supporting planning materials on the school network. Staff also have access to subject-specific resources, including artefacts,

texts, images and other materials that support pupils in exploring religion and worldviews through theological, philosophical and human/social-scientific approaches.

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

## **8.0 Assessment and Recording of RE - Impact**

- 8.1 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.
- 8.2 The effectiveness of Religious Education contributes significantly to the school's SIAMS self-evaluation, particularly Inspection Questions 6 and 7.

## **9.0 Arrangements for monitoring standards of teaching and learning in RE**

- 9.1 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 Seesaw
  - Ensure strong teaching of both religious and non-religious worldviews.
- 9.2 The RE curriculum is also monitored by the leadership team through:
- Book trawls
  - Lesson observations
  - Assessment data
- 9.3 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.

## **10.0 Responsibilities for RE within the school**

- 10.1 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.
- 10.2 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

10.3 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

## **11.0 The right of withdrawal from RE**

11.1 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

October 2026



Approved by Lisa McIntosh, Head Teacher

Presented to the Governing Body

## Appendices

### 1. Long Term Plan



## Primary RE Curriculum Overview

You may choose to deliver these in a different order. The matters of central importance are included for reference. To match the Primary RE Curriculum to your agreed syllabus match the matters of central importance to your own syllabus to see where the units match the requirements for your own agreed syllabus. Even though the questions may not match exactly, the matters of central importance will match those in your own agreed syllabus. The matters of central importance are emboldened in each unit. Thematic units cover different religions and non-religious worldviews and will be based on the matters of central importance chosen within those units.

| Year Group            | <b>Autumn 1</b>                                                                       | <b>Autumn 2</b>                                                                                                                            | <b>Spring 1</b>                                                                         | <b>Spring 2</b>                                                                                                                     | <b>Summer 1</b>                                                                          | <b>Summer 2</b>                                                                                                 |
|-----------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Reception<br><br>EYFS | <u>Unit 1</u><br>Why is the word God so important to Christians?<br><b>(Creation)</b> | <u>Unit 2</u><br>Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?)<br><b>(Incarnation)</b> | <u>Unit 3</u><br>Being special: where do we belong?<br><b>(Thematic)</b>                | <u>Unit 4</u><br>Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?)<br><b>(Salvation)</b> | <u>Unit 5</u><br>Which places are special and why?<br><b>(Thematic)</b>                  | <u>Unit 6</u><br>Which stories are special and why?<br><b>(Thematic)</b>                                        |
| Year 1<br><br>KS1     | <u>Unit 7</u><br>Who do Christians say made the world?<br><b>(Creation)</b>           | <u>Unit 8</u><br>Why does Christmas matter to Christians?<br><b>(Incarnation)</b>                                                          | <u>Unit 9</u><br>Who is Jewish and how do they live?<br><b>(God, Torah, the People)</b> | <u>Unit 10</u><br>What do Christians believe God is like?<br><b>(God)</b>                                                           | <u>Unit 11</u><br>What does it mean to belong to a faith community?<br><b>(Thematic)</b> | <u>Unit 12</u><br>How should we care for the world and for others, and why does it matter?<br><b>(Thematic)</b> |

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| Year 2<br><br>KS1  | <u>Unit 13</u><br>What is the good news Christians believe Jesus brings?<br><b>(Gospel)</b>       | <u>Unit 14</u><br>What is the good news Christians believe Jesus brings?<br><b>(Gospel)</b>                     | <u>Unit 15</u><br>Who is a Muslim and how do they live? (Part 1)<br><b>(Tawhid/Ibadah/Iman)</b>  | <u>Unit 16</u><br>Why does Easter matter to Christians?<br><b>(Salvation)</b>                                                 | <u>Unit 17</u><br>Who is a Muslim and how do they live? (Part 2)<br><b>(Tawhid/Ibadah/Iman)</b> | <u>Unit 18</u><br>What makes some places special to believers?<br><b>(Thematic)</b>                |
| Year 3<br><br>LKS2 | <u>Unit 19</u><br>What is it like for someone to follow God?<br><b>(People of God)</b>            | <u>Unit 20</u><br>What is the Trinity and why is it important for Christians?<br><b>(Incarnation/God)</b>       | <u>Unit 21</u><br>How do festivals and worship show what matters to a Muslim?<br><b>(Ibadah)</b> | <u>Unit 22</u><br>How do festivals and family life show what matters to Jewish people?<br><b>(God, The Torah, The People)</b> | <u>Unit 23</u><br>What do Christians learn from the creation story?<br><b>(Creation/Fall)</b>   | <u>Unit 24</u><br>How and why do people try to make the world a better place?<br><b>(Thematic)</b> |
| Year 4<br><br>LKS2 | <u>Unit 25</u><br>What kind of world did Jesus want?<br><b>(Gospel)</b>                           | <u>Unit 26</u><br>For Christians, when Jesus left; what was the impact of Pentecost?<br><b>(Kingdom of God)</b> | <u>Unit 27</u><br>What do Hindus believe God is like?<br><b>(Brahman, atman)</b>                 | <u>Unit 28</u><br>Why do Christians call the day that Jesus died 'Good Friday'?<br><b>(Salvation)</b>                         | <u>Unit 29</u><br>What does it mean to be a Hindu in Britain today?<br><b>(Dharma)</b>          | <u>Unit 30</u><br>How and why do people mark the significant events of life?<br><b>(Thematic)</b>  |
| Year 5<br><br>UKS2 | <u>Unit 31</u><br>What does it mean if Christians believe God is Holy and loving?<br><b>(God)</b> | <u>Unit 32</u><br>What does it mean to be a Muslim in Britain today?<br><b>(Tawhid, Iman, Ibadah)</b>           | <u>Unit 33</u><br>Why is the Torah so important to Jewish people?<br><b>(God/Torah)</b>          | <u>Unit 34</u><br>Creation and science, conflicting or complementary?<br><b>(Creation/Fall)</b>                               | <u>Unit 35</u><br>How can following God bring freedom and justice?<br><b>(People of God)</b>    | <u>Unit 36</u><br>What matters most to Humanists and Christians?<br><b>(Thematic)</b>              |

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| Year 6<br><br>UKS2 | <u>Unit 37</u><br>Christians and how to live: what would Jesus do?<br><b>(Gospel)</b> | <u>Unit 38</u><br>Why do Christians believe that Jesus was the Messiah?<br><b>(Incarnation)</b> | <u>Unit 39</u><br>Why do Hindus want to be good?<br><b>(Karma, Dharma, Samsara, Moksha)</b> | <u>Unit 40</u><br>What difference does the resurrection make to Christians? (What do Christians believe Jesus did to 'save' people?)<br><b>(Salvation)</b> | <u>Unit 41</u><br>For Christians, what kind of king is Jesus?<br><b>(Kingdom of God)</b> | <u>Unit 42</u><br>How does faith help people when life gets hard?<br><b>(Thematic)</b> |
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Units with the Understanding Christianity logo are based on the matters of central importance and progression model found in the Understanding Christianity scheme of learning.