



St Blasius Church of England Primary Academy

We aim for the highest standards and our vision for each child is for them to...

'Enjoy and achieve in life in all its fullness, following in the footsteps of Jesus'

'For nothing will be impossible with God' Luke 1:37

RELIGIOUS EDUCATION POLICY

Date Agreed: January 2026

Review Date: January 2027

Signed: _____

Chair of Governors

Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	May 2022	SW	TB	Reviewed policy
2	January 2026	HM	FGB	Reviewed Policy
3				
4				

Background:

Diocese of Chichester Academy Trust (DCAT) are the sponsor of St Blasius C of E Primary Academy. They are a Multi Academy Trust with a vision to *helping every child achieve their God-given potential*; with clear and stated aims

- **D**eveloping the whole child means pupils achieve and maximise their potential
- **C**ontinued development of staff is valued and improves education for young people
- **A**ll schools are improving and perform above national expectations
- **T**he distinct Christian identity of each academy develops and is celebrated.

As an Academy within an Anglican Trust, knowledge and understanding of Christianity will always remain central to the ethos, values and teachings at St Blasius, with religious education contributing significantly to the Christian character of the academy. As an inclusive community, we will encourage learning about and learning from other religions and fostering respect for other religions and world views.

Definition:

The purpose of religious education (RE) is to support the development of children's values and their spiritual, moral, social and cultural understanding. This entails enabling children to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences. This takes the form of encountering religious stories, festivals, artefacts, places of worship, rituals and beliefs. Every child should have access to RE lessons, in accordance with the Trust Deed of the academy.

Aims:

Religious Education is central to the understanding of education and mission. The aims of Religious Education in St Blasius C of E Primary Academy are:

- To enable pupils to encounter Christianity as a 'living religion' that has shaped British culture and heritage and influences the lives of millions of people today.
- To impact on the pupils' understanding and development of Christian and British values of the St Blasius C of E Primary Academy.
- To enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents.
- To develop understanding of religious faith as the search for the expression of truth.
- To contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs.
- For children to enjoy Religious Education and be enabled to speak about religious ideas and faith.

Principles of teaching and learning - The RE Curriculum:

R.E at St Blasius C of E Primary Academy, is taught in line with the Hampshire Agreed Syllabus 'Living Difference IV' alongside 'Understanding Christianity', with due regard to the National Society Statement of Entitlement for Religious Education and the values of the academy as. 5-10% of curriculum time is devoted to R.E, with learning activities addressing both learning about and learning from religion in an enquiry/concept based programme. R.E can be taught as either weekly lessons or in blocked units appropriate. Blocked units are generally recommended, in line with recommendations from the Ofsted R.E Report 2013 and National Society Making a Difference Report 2014. Decisions on which approach would be most appropriate should be made by individual teachers, in consultation with the RE leader, depending on the topic for each half term or whole school topic.

Whole-school 'R.E celebrations' (e.g. to highlight special times in the liturgical year) raise the profile of Religious Education further still, allowing for opportunities to pursue focused cross-curricular links and embed Religious Education in the life, values and ethos of the academy.

Each unit of work is 'concept' led, making reference to children's own experiences and thoughts. All year groups will be taught aspects of Christianity with a focus on Christmas and Easter and other areas as identified in the syllabus. Christianity is the majority religion studied in each year group and should be at least 50% of curriculum time. However, all year groups will be taught one other religion in depth and dip into another religion or Humanism. Therefore, Rec/Year 1 & 2 Christianity/Judaism and one other. Year 3 & 4 Christianity/Hinduism and one other.

Year 5 & 6 Christianity/Islam and one other. The other religion can link with Humanity Topics for example – Tibet – Buddhists; River Ganges – Pilgrimage – Hindu traditions.

R.E in the Foundation Stage:

RE in the Foundation Stage is covered through the teaching of discrete units of work derived from the Hampshire Living Difference IV and Understanding Christianity Syllabus and aligned to aspects of 'Understanding the World' and other linked strands within the prime and specific areas of development. Where possible, links are made between R.E and other areas of learning, as children work towards the Early Learning Goals. Children encounter simple concepts, which are particularly appropriate for this stage in their development such as 'Special'.

Strategies for the teaching of R.E:

R.E stands as an academic subject in line with other such subjects within the academy and is treated as such. It is taught in accordance with the academy's teaching and learning policies. We use a number of strategies to enable us to cover all styles of learning. These include:

- Exploiting cross-curricular links wherever possible, which is made clear on R.E and topic based planning.
- Links are made with creative arts such as drama, music, art and literacy.
- Good use is made of computing to develop learning in R.E.
- A mix of whole-class, group and individual approaches.
- Mixed ability or ability grouping where appropriate.

Wherever possible, we use first-hand experience as a stimulus for learning. We encourage children to question the stories to deepen their own understanding of the concept being studied. We encourage children to form opinions through discussion and debate.

When planning and delivering the curriculum, reference is made to ensure that the health and safety, single equalities and SEND policies are adhered to.

The school has good links with St Blasius Parish Church, where visits for worship and learning are carefully planned to ensure that all children have a quality experience. Outside visitors also contribute to the RE curriculum.

Spiritual, Moral, Social and Cultural Development:

Religious Education is a key opportunity for children to develop spiritually, morally, socially and culturally. In R.E lessons, as well as in Personal Development Learning and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses and appreciate that for some people, belief in a spiritual dimension is important. We help them to recognise the difference between right and wrong through the study of moral and ethical questions and enhance their social development by helping them to develop a sense of identity in a multicultural society.

Strategies for progression and standards:

The R.E leader provides long-term (Appendix 1) and medium-term planning. Individual teaching staff are responsible for short-term planning of each unit of work to suit the individual needs of the class. Support from the RE leader is always available if needed. Monitoring of R.E teaching, discussion with learners, work scrutiny and moderation will take place by the R.E leader half termly and the LGB annually. The aim of any monitoring is to ensure that the quality of teaching, learning and assessment, leads to an improvement in the performance of learners across the school.

R.E data (assessed termly) will also be analysed to evaluate the effectiveness of attainment, progress and how well gaps are narrowing for different groups of learners.

Pupil achievement in R.E should be equal or better than comparable subjects.

All pupils with SEND will participate in R.E lessons. Learning will be differentiated appropriately in order for all pupils to access the curriculum.

Please see the academy SEND Policy.

Strategies for recording and reporting:

Assessment procedures for R.E follow the assessment and marking policies of the academy and level guidance document produced by Hampshire Living difference 111.

Assessments are made to monitor the attainment and progress in R.E on a half termly basis, in order to raise standards, accelerate progress and inform future planning.

Pupil achievements and learning in Religious Education are celebrated in regularly updated whole-school and class displays in both the classroom and corridors as appropriate.

Leadership and Management - Strategies for the use of resources:

A range of resources are available to enrich the R.E curriculum, including artefacts. Resources are audited against the long-term curriculum plan each year and ordered by the R.E Leader. A budget will always be assigned to the development of R.E.

Resources are stored in the staff room stock cupboard. The library in school is also a valuable resource for Bibles, books about other faiths, religious stories or stories exploring a range of concepts.

The R.E Leader is Hannah Mew.

RE is led by an enthusiastic leader, who draws on a range of best practice from the Diocese and Trust. This is particularly evident in exploring big questions, thus nurturing a rich curiosity in Christianity and worldviews by all. Pupils enjoy the opportunities to discuss ideas, to share their own thoughts and to disagree positively. Pupils' knowledge of core religious concepts is growing. They know how and where RE skills can be effectively applied to deepen their thinking. Learners talk thoughtfully about worldviews, identifying similarities, recognising how faith shapes actions. This grows their sense of respect for others' beliefs. 22nd June 2023

Parental right of withdrawal:

In accordance with the Education Reform Act 1988, parents have the right to withdraw their children from the teaching of parts of or entire RE lessons. In order to avoid misunderstanding, any parent wishing to withdraw their child may arrange a meeting with the Principal in order to discuss any issues. Requests to withdraw children from R.E on the basis of prejudice toward specific religions rather than for reasons related to personal faith commitment should be reported to the Trust and logged.

It should be noted that when spontaneous enquiries relating to religion and spiritual issues are raised in other areas of the curriculum, these cannot constitute R.E within the meaning of the legislation and a parent could not reasonably insist on a child being withdrawn at such times.

Review

This policy should be reviewed annually, or earlier if changes are made to the Hampshire Agreed Syllabus or SIAMS Evaluation Schedule.

Appendix 1 – Example Long Term Curriculum Plan 2026 - 2027

For SIAMS Grade Descriptors for Religious Education: **Excellent, Good, Requires improvement.** [SIAMS Inspections | The Church of England](#)

'National standards' throughout the descriptors for religious education refers to the levels set out in the syllabus adopted by the LGB of the school and the extent to which they may reflect the QCA's 8 point scale

<https://www.nse.org.uk/statutory-inspection-of-anglican-methodist-schools>

APPENDIX 1 EXAMPLE – Long Term RE Planning 2026 – 2027

RE Curriculum Overview: Understanding Christianity in accordance with
Hampshire Agreed Syllabus: Living Difference IV Concepts: - *Communicate/Apply/Enquire/Contextualise/Evaluate Living difference IV identifies four A concepts/words that will thread through the whole curriculum to enable continuity across key stages - Golden Threads*

Black = Living Difference IV (Local Syllabus) Blue = Understanding Christianity – produced by the Church of England

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	God/creation - Love Introduce the Big Frieze	Incarnation <u>Celebrating birth Jesus</u>	Special people Jesus Jesus the storyteller	Salvation – New Life (Easter Gardens and candles)	Special clothes (Judaism)	Special clothes (Hinduism / Sikhism) Or Special Things
Y1	Creation – Thanks (bread, food, creating) (Judaism – Sukkot)	Incarnation - Love God being on earth	Remembering Passover (Judaism)	Salvation - Welcoming (Easter labyrinth)	Belonging (Judaism)	Special Food (Christianity, Hinduism etc)
Y2	Symbol (Harvest and Sukkot Bread - Judaism)	Incarnation - Waiting Light-Advent and Hanukkah (Judaism)	God (parables) <u>What do Christians believe God is like?</u>	Sadness to Happiness Easter Love	Gospel (forgiveness, peace)	Special Books (Judaism/ Sikhism / Islam)
Y3	Creation/Fall Adam & Eve/story Belonging	Incarnation Angels - Special (Christianity) (Hinduism)	Good/Evil Holi (Hindu)	Salvation Last supper & Mary Love	Gospel: Special / community <u>The first disciples & the call to others</u>	Special Protection Raksha Bandhan – Hinduism - also celebrated by Muslims and Sikhs – (compare with other family oriented festivals.)
Y4	People of God – Community (idea of Covenant)	Incarnation - Love Trinity	Myth (Hindu)	Ritual Paschal candle	Devotion Hindu worship 'Mahashivati'	Sacred Place Special comparing different places of worship

Y5	<u>Belonging</u> Islam	Incarnation Two births narratives <u>Community</u>	People of God Bringing freedom & justice <u>Special</u>	Salvation - God Sacrifice and Suffering	<u>Community</u> Islam Umma	<i>Wisdom (Special)</i>
Y6	Ritual Wudu & Eid Al Fitr Islam	<u>Incarnation - Special</u> Was Jesus the messiah?	Kingdom of God - Love What kind of king was Jesus?	Salvation Why do Christians think Jesus was resurrected?	Peace What does it mean to be a Muslim today?(Islam)	Power Christians and Muslims