



"Creating a community where we learn together through respect, kindness, curiosity, and faith."

St Michael's CE Primary School

Religious Education

1. Introduction and intent

At St Michael's CE Primary School, Religious Education (RE) is a core subject and an integral part of our Christian vision: "Creating a community where we learn together through respect, kindness, curiosity and faith." We believe that high-quality RE enables pupils to develop religious literacy, deepen their understanding of Christianity and other religious and non-religious worldviews, and explore questions of meaning, purpose, belief and belonging.

Our approach to RE reflects our commitment to helping every child flourish academically, spiritually, personally and socially. Through the study of Christianity as a global religion, alongside other faiths and worldviews, pupils develop knowledge, understanding and respect for the beliefs and practices of others. They are encouraged to ask thoughtful questions, consider different perspectives, reflect on their own ideas and engage respectfully with challenging questions about life and faith.

RE contributes to our school values of respect, kindness, curiosity and faith. It helps pupils recognise the dignity of every individual, appreciate the diversity of our local and wider communities, and consider how beliefs influence people's lives, choices and actions. We want pupils to leave St Michael's with a secure foundation of religious knowledge, the confidence to ask questions and the ability to engage thoughtfully and compassionately with the world around them.

2. Entitlement to Religious Education

All pupils are entitled to a high-quality RE curriculum that is inclusive, ambitious and appropriate to their age and stage of development. RE is a valued and distinct subject within our curriculum, reflecting our commitment to developing the whole child through our Christian vision.

All pupils are provided with opportunities to develop their knowledge and understanding of Christianity as a diverse global religion, alongside other religions and non-religious worldviews. Through carefully planned learning, pupils are encouraged to ask questions, explore different perspectives, reflect on matters of belief and meaning, and develop the knowledge and skills needed to engage thoughtfully and respectfully with the world around them.

We are committed to ensuring that every pupil can access and participate meaningfully in RE, with appropriate support and challenge to meet individual needs. Pupils are not expected to adopt or profess any particular religious belief; rather, they are encouraged to develop their own understanding, consider the beliefs of others and engage in respectful dialogue.

Our RE curriculum provides opportunities for pupils to deepen their understanding of our Christian foundation and school values of respect, kindness, curiosity and faith, enabling them to appreciate diversity, recognise the dignity of others and contribute positively to our school community and wider society.

Parents have the right to request the withdrawal of their child from all or part of RE in accordance with the applicable statutory arrangements. Any such request should be discussed with the Headteacher.

3. Aims

Through our RE curriculum, we aim to enable pupils to:

- Develop a secure and increasingly sophisticated understanding of Christianity as a diverse, global religion, including its central beliefs, teachings, practices and expressions.
- Develop accurate knowledge and understanding of other religious and non-religious worldviews, recognising diversity within traditions as well as differences between them.
- Explore how beliefs and worldviews influence individuals, communities, cultures, history and contemporary society.
- Investigate theological, philosophical, and human and social questions, developing their ability to ask questions, interpret information, consider evidence and evaluate different viewpoints.
- Reflect thoughtfully on questions of meaning, purpose, identity, truth and values, without being expected to adopt or profess a particular belief.
- Develop religious literacy, empathy and respect, enabling them to participate positively in a diverse society.
- Make meaningful connections between their learning, our Christian vision and values, and the ways in which people seek to live out their beliefs.

4. Curriculum provision

RE is taught as a distinct subject and is planned to ensure that pupils develop their knowledge and understanding progressively from the Early Years Foundation Stage to Year 6.

St Michael's uses the Oxford Diocesan RE scheme as the basis for curriculum planning, adapting it where appropriate to meet the needs of our pupils and the context of our school. Christianity is given a central place within the curriculum, with pupils exploring it as a global religion and recognising the diversity of beliefs, traditions and practices within Christianity. Pupils also study other religions and non-religious worldviews in accordance with the agreed curriculum.

Learning is sequenced so that pupils revisit and build on prior knowledge, deepen their understanding of important concepts and develop increasing confidence in explaining, comparing and evaluating beliefs and practices. Teaching provides opportunities for enquiry, discussion, interpretation, reflection and reasoned responses to challenging questions.

Teachers plan learning that is accessible and appropriately challenging for all pupils. Adaptations and support are provided where necessary so that pupils, including those with special educational needs and disabilities, can participate meaningfully and make progress.

Where appropriate, pupils learn from visitors and visits to places of worship, use artefacts and sources, and engage with members of local faith communities. These experiences enrich learning and help pupils understand how beliefs are expressed in people's lives and communities.

5. Teaching and learning

RE teaching should be rigorous, engaging and enquiry-led. Pupils should have regular opportunities to explore significant questions, encounter and interpret religious sources and practices, consider different perspectives, and explain their thinking using appropriate vocabulary.

Teachers create a respectful environment in which pupils can ask questions and discuss beliefs and worldviews thoughtfully. Pupils' contributions are valued, while misconceptions, stereotypes and derogatory comments are challenged sensitively and appropriately. Pupils are not required to disclose personal beliefs or experiences.

6. Assessment, monitoring and evaluation

Assessment in RE is used to identify pupils' starting points, check understanding and inform future teaching. Teachers assess pupils' knowledge, understanding and ability to explain, interpret and evaluate religious and non-religious beliefs and practices. End-of-unit assessment provides opportunities for pupils to demonstrate what they have learned and reflect on their developing understanding.

The RE subject leader monitors the quality and impact of provision through a range of activities, including scrutiny of pupils' work, pupil voice, learning walks and review of assessment information. This enables leaders to evaluate the quality of teaching, the progression of knowledge and understanding, and pupils' experiences of the curriculum.

Findings from monitoring inform curriculum development, staff support and school improvement priorities. Leaders consider what pupils know and remember, and how effectively they can use their knowledge to discuss different perspectives, ask thoughtful questions and demonstrate respect for others.

Governors are involved in monitoring the quality and impact of RE, ensuring that the subject reflects the school's Christian vision and provides pupils with meaningful opportunities to develop their knowledge, understanding and religious literacy.

7. Roles and responsibilities

The Headteacher and senior leaders are responsible for ensuring that RE is appropriately resourced and that the school meets its statutory and denominational responsibilities.

The RE subject leader supports colleagues, oversees curriculum development, monitors provision and identifies priorities for improvement. All staff are responsible for delivering the planned curriculum and modelling respectful engagement with religious and non-religious worldviews.

8. The right of withdrawal

Parents have a legal right to request that their child be withdrawn from RE, subject to the statutory arrangements that apply to the school. The school aims to be inclusive and to respect a range of religious and non-religious beliefs and views. Parents who are considering withdrawal are encouraged to contact the Headteacher to discuss the RE curriculum and any questions or concerns. Requests will be handled in accordance with current statutory guidance and the school's legal responsibilities.

9. Monitoring, evaluation and review

This policy will be reviewed at least every two years, or sooner if required by changes to statutory guidance, diocesan advice or school priorities. Its implementation and impact will be evaluated through the school's RE monitoring and evaluation processes.

Policy review record

Approved by	C. Tracy
Last reviewed	Autumn 2026
Next review due	Autumn 2028