



# St Gabriel's CE Primary School

## Religious Education Policy

### Our Vision Statement:

Our aim is to nurture children with the confidence and self-belief to achieve their best;  
to have the courage to think for themselves;  
to be resilient in their learning and ambitious in their hopes and dreams;  
to live in harmony, respecting others;  
to search and question throughout life's journey;  
to find personal faith;  
and to learn about the Gospel of hope and love found in Jesus Christ.

*Seeking to nurture:*

Sel**F**-belief   Cour**A**ge   Res**I**llience   Ambi**T**ion   **H**armony

**“Stand firm... be courageous” 1 Corinthians 16:13**

**Policy Revised: Summer 2025**

**To be reviewed by: Summer 2028**

## Our Vision

Our school vision defines our hopes and aspirations for our children. As a Church school, our aims are built on a foundation of Christian Gospel teaching. The individual attributes and qualities we want to nurture are inclusive of all – whatever faith, belief or ability.

### **This is our Vision Statement:**

Our aim is to nurture children with the confidence and self-belief to achieve their best;  
to have the courage to think for themselves;  
to be resilient in their learning and ambitious in their hopes and dreams;  
to live in harmony, respecting others;  
to search and question throughout life's journey;  
to find personal faith;  
and to learn about the Gospel of hope and love found in Jesus Christ.

At St. Gabriel's our ethos is embedded within the Biblical teaching of:

*'Stand firm... be courageous.' 1 Corinthians 13:16*

### Attributes

Our Vision Statement has five key attributes that we, as a whole school family, want to both nurture and demonstrate:

**Self-belief    CourAge    ResIlience    AmbiTion    Harmony**

Each is Biblically rooted, with a motivational Bible verse, to inspire the children with the resolve to achieve these values.

## Religious Education – Curriculum Intent

**"No other aspect of school life can ensure, better than RE, that school is experienced by staff and students alike not as a fact factory but as a laboratory for learning the values and virtues, attitudes and aptitudes which make for the wholeness of body, mind and spirit," (Saxbee 2013).**

Religious Education lies at the very heart the curriculum of St Gabriel's school because, as a church school, we see that the Christian faith informs all aspects of our life together and commits us to a search for truth.

As a Church of England school, you can expect an RE curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of the Christian faith. Our aim is to provide a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths studied. Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the RE curriculum.

At St. Gabriel's our Christian vision and our values of self-belief, courage, resilience ambition and harmony, are the golden threads of our worship and RE teaching to allow children to flourish

academically and spiritually. We want all children to develop self-belief, foster confidence and a desire to improve to be the best that they can be.

As a Church of England Primary School, we aim to give all children excellent RE teaching through creative, enquiring, spiritual and challenging lessons where they are encouraged to listen, talk, share, respect and question. All RE teaching is placed within the context of '**God's Big Story**' where they are given opportunities to explore big questions about God, Creation, The Fall, People of God, Incarnation, The Gospel, Salvation and The Kingdom of God. We support pupils to understand these core concepts and how they can be applied to their everyday lives to help them encounter life's experiences.

We aim to teach respect and an understanding of diversity both within Christianity and other faiths. RE at St. Gabriel's explores how individuals and communities make meaning and sense of their lives through the major religions of the world. It enables pupils to know about, understand and respond to the important and ultimate questions of life.

RE is taught in such a way that it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. We teach children how to see themselves, others and creation through **spiritual eyes, to nurture their spiritual growth** and development. Our Christian Values permeate the RE curriculum at St. Gabriel's.

### **Curriculum Implementation**

We have adopted the Blackburn Diocesan Board of Education syllabus '**Questful RE**' which encompasses elements of 'Understanding Christianity' whilst meeting the requirements of the 'National Society's Statement of Entitlement' and SIAMS. We have adopted the main concepts of 'God's Big Story' as a focus to each RE unit which provides a context for all RE teaching across school. Most year groups teach six units from 'Questful RE' which fulfils the statutory requirement for a Church of England School.

Questful RE is a scheme of work which offers an **investigative enquiry approach** which gives the pupils a sense of being on a **quest of discovery**. A key feature of the syllabus is the large number of questions included in each unit. The purpose of these questions is to give pupils opportunity to **investigate, reflect, evaluate and make meaning**. In doing so they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God. The questions set the route through the curriculum content.

The curriculum content is a balance of the three essential disciplines of **quality RE, Theology, Philosophy and Social Science**. This means pupils will look at concepts through a theological lens, exploring what people of faith believe. Alongside this pupils will explore questions and answers raised in relation to the lived reality and impact of religion and world views on people's lives. They will also think like philosophers, and be equipped with the skills that will enable them to make sense of life's experiences.

Staff plan their own learning journey through each unit and write their own unit plan using the planning template provided using Diocesan resources. RE learning journeys are displayed via class working walls, individual RE books and class scrapbooks. Evidence of our children's spiritual and

emotional development is best evidenced through the attitudes, opinions and behaviour of our children.

### **Through our RE curriculum we aim:**

- To know about and understand Christianity as a diverse global living faith that influences the lives of people so that they shine the light of Jesus Christ.
- To explore core beliefs using an approach that critically engages with biblical text.
- To enable pupils to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking so that they will want to make a difference in the local and wider communities, contributing to a healthy mind.
- To encourage children to dive deeper in their thinking in order to develop an enquiring mind, not being afraid to ask big questions and be investigative.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To encourage children to be creative in their thinking, making links between religion and their own lives.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To use a religious vocabulary to help children express their understanding.

### **Curriculum timetabling, planning and assessment ensures that:**

- Each class has regular, weekly class lessons involving whole class, small group and individual activities; there is one main lesson of 60 minutes in addition to on-going activities throughout the week (including in worship and through SMSC in all other areas of the curriculum).
- We follow the BwD scheme of work, alongside the Diocese scheme 'Questful RE' and this is further enhanced with 'Understanding Christianity' units
- There will be clear learning outcomes for all units of work, based on the appropriate expectations/levels as set out in the RE syllabus
- The scheme of work will ensure that there is continuity and progression for pupils and opportunities for assessment in both attainment targets
- A range of teaching and learning activities will ensure that pupils learn effectively and with interest
- Pupil progress and attainment in RE will be tracked and recorded at the end of each unit on 'Imapct Overviews' and the school will keep an up to date portfolio of evidence to support assessment and progress in RE.

- RE is generally taught as a discrete subject but cross-curricular links are made where appropriate.
- A range of visitors will be invited to support the teaching of RE, and where possible, there will be planned visits to places of worship.
- Of the RE taught, 60% is Christianity and 40% is other faiths.
- Learning journey maps in all year groups for each unit of the syllabus, encouraging children to develop the sense of questful learning.
- SEND children with 1:1 support will have access to adaptations which tailor to their individual needs.

#### **Additional activities which contribute to children's questful learning:**

- Daily worship & class/Beacon led worship – Harvest, Remembrance, Easter and Christmas
- Enrichment activities e.g. spirituality weeks

#### Lesson Flow/Guidance for teaching Religious Education

- **(A)** State the aim/share the enquiry question for each lesson
- **(C)** Check prior knowledge via key vocabulary
- **(T)** Use the online resources from 'Questful RE'
- Teacher guide the learning journey through a variety of enquiry and creative tasks
- Independent learning
- **(R)** Review activities – monitor progress throughout the lesson, addressing any misconceptions/questions as they arise. What have we learnt today that helps us on our quest; notes, ideas and questions might be added to the learning wall.
- **(R)** Reflect – evaluating activities which will be ongoing throughout an RE unit. Pupils will be asked to evaluate their learning after each session by responding to their big question and adding personal responses to their 'learning map.'

#### **EYFS**

Reception access Questful RE and have weekly RE lessons. Our curriculum supports teachers in engaging all young children with R.E. It includes a variety of adult-led and child-initiated activities delivered through planning and play. Within their continuous provision, they have a worship area set up, which is accessed weekly through both RE lessons and in-class worship and when, appropriate, if it matches the topic being taught.

#### **Curriculum - Intended Impact:**

Religious Education at our school is creative, 'Questful' and encourages children to be critical thinkers. Our pupils will have:

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life choices), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

### **Religious Education enables:**

- pupils to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make appropriate progress in their knowledge and understanding of Christianity;
- pupils from all faith backgrounds, to understand and be encouraged in their faith;
- pupils with no religious background, to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds, to have a safe place to explore the ultimate questions and challenges of life in today's society.

Through the teaching of Religious Education, there is a significant contribution to pupils' Spiritual, Moral Social and Cultural development.

### **World Faiths**

It is entirely appropriate and necessary in today's world that children should be encouraged to foster a respect for the followers of the other world faiths. It is essential that this respect is based on an accurate and sympathetic understanding of those faiths. Therefore, the impact of RE should help children:

- learn about other faiths, their beliefs, traditions and practices and from them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.

## **The contribution and Impact of RE to Christian and British values**

We are proud of our Christian foundations and recognise that our school, and the relationships we have, are distinctive because of this. We promote the values and beliefs of the Christian faith, whilst respecting the beliefs and cultures of others. We encourage an understanding of the meaning and significance of faith and promote a range of Gospel Values alongside British Values through the experience we offer to all our pupils. Daily worship and Gospel Values help us to fulfil our vision and mission statement 'Stand firm . . . Be Courageous'. Exploring these values encourages children to:

- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values; developing the whole child – intellectual, social, spiritual, moral, physical and emotional.
- understand that we are all part of God's family, we celebrate the uniqueness and diversity of all children, identifying, recognising and seeking to develop in each their own particular skills, abilities and talents.
- develop a sense of themselves as significant, unique and precious;
- engage in thoughtful dialogue with other faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances.
- explore ways in which they can shine the light of Jesus in their own lives
- develop a personal relationship with God; to know they are loved, that they are a child of God, and wonder at His world.

## **Inclusion - Meeting the needs of all children**

Our Curriculum Offer states:

*"We want learning to be fun and engaging" and "we foster a supportive 'have-a-go; culture across school, where individual effort and resolve is recognised and rewarded".*

Our RE syllabus, resources and teaching approaches are designed to be inclusive, with the hope that all children can access and participate in all activities. However, children who are working towards expectations, or have additional needs, may require support and differentiated activities. They may also need to demonstrate their knowledge and understanding in alternative ways; eg

orally or visually. Those children with particular needs who have individual learning plans where an alternative curriculum is taught, will experience activities aimed at achieving their specific outcomes. Links to the wider school curriculum will be made wherever possible and appropriate.

*“Our approach to teaching and learning is enquiry based.”*

The use of visual teaching slides and practical tasks, along with targeted questioning and discussion ensure that children experience a range of opportunities which will enable them to access and engage in their whole class learning journey. Our aim is for children of all abilities to contribute towards and share in the curiosity and excitement of exploring a broad range of topics together. **Our enquiry approach underpins this aim and is applicable to children of all ability and understanding.**

### **Curriculum Outcomes - Assessing Impact**

Impact in RE is evidenced through the children’s ability to explore and answer the unit’s ‘big question’ with informed understanding, confidence and respect.

The aim of our RE teaching is to develop children’s understanding of ‘God’s Big Story’ and how that impacts on their lives today in our global society; equipping them with the tools they need to tackle life’s experiences.

At the start of each session, children’s understanding and **prior learning** is assessed through vocabulary teaching. Gathering evidence to assess their spiritual, social, cultural and emotional development is best obtained by talking and observing children. Evidence of children’s responses, experiences, opinions and discussions are recorded in class scrapbooks which can take the form of jottings, photographs and annotations. Alongside the evidence in RE books, this will enable teachers to make informed decisions about children’s achievements in each RE unit.

In addition, **Curriculum Impact Overview** documents, which are in line with the Diocesan ‘ladder of expectation of achievement’ are completed by teachers at the end of each topic. This enables staff to record outcomes in terms of children’s achievement along with their levels of engagement with, and enjoyment of, each topic. This information is shared with Subject Leaders and SLT. These documents also enable class teachers to reflect upon and evaluate each topic, noting details with regard to supplementary resources used, amendments made and suggestions for the future.

Assessment tasks using provided ‘**learning maps**’ may also be used. These are designed to help class teachers make judgements regarding what children have learnt, applied and remembered. These assessments are combined with a range of ongoing, class-based monitoring, such as feedback and marking, class discussions, questioning and observation of collaborative tasks and group presentations.

As a staff, samples of RE work are assessed and moderated collectively to produce a portfolio of work that meets the expected standard in each year group.

Impact over time is sampled by Subject Leaders through **Impact Interviews** with groups of children – asking questions and recalling key learning from past topics.



## **The role of the co-ordinator**

### **The RE co-ordinator will ensure:**

- Resources are purchased and distributed to aid the delivery of RE.
- Staff are supported in their delivery of the scheme of work.
- The needs of SEN children are met within RE.
- More able children have opportunities for enrichment and development.
- The quality of teaching RE is high throughout the school through scrutiny of planning and work, delivery of staff meetings, attendance at cluster meetings.

### **The co-ordinator will evaluate the effectiveness of this policy through:**

- Lesson observations
- Planning and book scrutiny
- Sample of children's work in portfolios
- Discussion with children and staff

## **Role of the Head teacher**

### **The role of the Head teacher is to:**

- monitor the implementation of this policy alongside the RE subject co-ordinator
- monitor the teaching and learning of pupils with the RE subject co-ordinator
- reflect on subject development plans and annual subject profile
- arrange to keep the governing body informed about the changes to this policy. The policy will be shared with all teaching staff and Governors.

## **Statutory Requirements:**

*'...all state schools...must teach Religious Education to pupils at every Key Stage.'*  
(The National Curriculum in England: Framework document 2013)

RE is a subject covered within the school curriculum and is distinct from collective worship which is not counted as curriculum time.

Religious Education in Church Schools is governed by the 1996 and 1998 Education Act as well as by the Trust Deed of the school. The legislation requires Religious Education to be provided for all pupils.

## **Parents' Right to Withdraw**

Parents may withdraw their children from Religious Education.

The Worship and Religious Education provided by our school is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.

If such a request for withdrawal is made, the Headteacher should explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to.

## **Other Related Policies**

All subject policies should indicate their contribution to Religious Education in school.

- Worship
- Anti- Bullying
- Special Educational Needs and Disability
- Safeguarding and Child Protection
- Behaviour and Discipline Policy
- SMSC
- British Values
- PSHE and Relationships