



ST. NICHOLAS PRIORY C.E. V.A. PRIMARY SCHOOL

'I did not come to be served but to serve.' Matthew 20.28

Policy for Religious Education

Introduction

Religious Education is an entitlement for all pupils and its place in the school curriculum is an acknowledgement of the important role that beliefs and values play in peoples' lives, regardless of particular religious commitments. It is also an acknowledgement that religious beliefs and practices play a key part in the lives of many people worldwide today as they have done throughout history. As a curriculum area Religious Education offers pupils an opportunity to develop a better understanding of themselves, the people around them and the world in which they live.

St Nicholas Priory CE VA Primary School is a Church of England Voluntary Aided School and Religious Education is provided in line with the requirements of the relevant Education Acts and follows the Statement of Entitlement (2026);

As outlined within the Statement of Entitlement (2026) In a Church school, RE should enable pupils to:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.

- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

We recognise that our pupils come from a variety of religious and secular backgrounds and welcome this diversity. The Religious Education programme seeks to be sensitive to the home background of each child; it is not the function of Religious Education to promote or disparage particular religious views.

The Aims of Religious Education at St Nicholas Priory CE VA Primary School

At St. Nicholas Priory Religious Education is rooted at our core and throughout the school we promote our Christian values and encourage all children to become good citizens of the world. This is no more evident than in our RE teaching. We follow the 2019 Norfolk agreed syllabus and believe in the following as the core for all of our RE teaching;

RE is about developing religious literacy, therefore this syllabus promotes an understanding of religion and worldviews which best fulfils this purpose. This is one rooted in a multi-disciplinary understanding of the subject. This provides a balanced diet ensuring that pupils are seeing religion and worldviews through different lenses, and places RE within a strong, and well-established academic tradition. (Norfolk Agreed Syllabus 2019)

Within the framework of the Education Acts and Norfolk Agreed Syllabus, our aims in Religious Education are:

- To know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses.
- To express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multi-disciplinary approach.
- To gain and deploy skills rooted in theology, philosophy and the human/social sciences engaging critically with religious and non-religious worldviews.
- The curriculum should enable all children and young people to become successful learners who enjoy learning, make progress and achieve well
- The curriculum should enable all children and young people to become confident individuals who are able to live safe, healthy and fulfilling lives
- The curriculum should enable all children and young people to become responsible citizens who make a positive contribution to society

Time Allocation

Christianity to be the main religious worldview studied in and through RE in each year group/phase equating to at least 50% of curriculum time with An RE curriculum to be offered for all pupils in all statutory year groups (Reception to Year 13). Sufficient dedicated curriculum time, meeting explicitly RE objectives, is committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages (KS) 1-4

(Statement of Entitlement, 2026)

At St. Nicholas Priory we allow for a minimum of 5% curriculum time for RE each half term. This is taught during RE week and can be taught as a days or in blocks across the week year group dependent and in discussion with the RE lead. RE events make enhancements to children's learning throughout the year to increase the percentage of curriculum time.

Each half term an allocated whole school RE week occurs. This week provides teachers opportunities to teach the designated time and the half termly big question in the style of a project. This enables children to delve into the big question, as per the Norfolk Agreed Syllabus. Most units use Christianity as a way of comparison to other religions, if not as a whole unit focus itself.

EYFS focus on RE through the 'Understanding the world' learning and development area. Although there is no weighting specifically for EYFS we believe children need an introduction to RE during their early years.

Religious Education **curriculum time does not include collective worship**, even where an assembly complements or provides a starting point for curricular work.

The Requirements of the Norfolk Agreed Syllabus

At St Nicholas Priory CE VA Primary School our Religious Education is based on the Norfolk Agreed Syllabus and draws upon the Understanding Christianity resources.

The Agreed Syllabus sets out RE as a multidisciplinary subject and exposes children to three areas of learning and exploration; Theology, Philosophy and Human/Social sciences.

Programme of study for Key Stages 1 and 2

The new Norfolk agreed syllabus focuses on teaching RE as a multi-disciplinary subject. The three areas are to serve the following purpose;

Knowing (Theology); It is about asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews.

Believing (Philosophy); It is about asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality.

Living (Human and social sciences); It is about asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at

concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.

Scheme of Work

The RE curriculum map is designed to explore multiple religions in a multi-disciplinary way over the course of KS1 to KS2. Our RE curriculum map closely follows the guidance of the Norfolk Agreed Syllabus 2019 ensuring all children have the appropriate time spend on each religion as outlined, have an even split of the three disciplines and focus on a question each half term to allow an investigative style of working.

Each year group is also provided with an outline of the question for each half term with guidance of objectives, core knowledge, coverage, activities, outcome and keywords. The questions chosen are key stage appropriate, allow progression and engaging for the children.

Teaching and Learning Styles

Ofsted reports suggest the range of teaching and learning strategies in Religious Education is often too narrow, with overuse of stories and a limited range of drawing and written tasks.

At St Nicholas Priory CE VA Primary School we are using increasingly varied and active ways of working which include art and drama, debating, visits, posters, photos, videos, interactive displays, research and visits. Work in Year 2 and KS2 is recorded in books and through floor books. In Year 1 evidence is provided through Evidence Me portal and floor books.

Visits and Visitors

Visits and visitors can provide powerful learning experiences for both teacher and pupils. This is encouraged and supported by the subject lead.

All visitors will be subject to the safeguarding protocols outlined in the safeguarding and visitor policies.

Assessment, Recording and Reporting

RE teaching and marking follows the whole school marking guidance of soft marking and in the moment marking. Children are assessed using the skills document provided by the Diocese of Norwich. Year 1 have the Norfolk Agreed Norwich of Diocese age related skills linked to Evidence me for accurate assessment. From September 2025, year 2-6 have an assessment grid for KS1, Lower KS2 and upper KS2 that ensure assessment can easily take place to track progress and ensure rigour. These grids will be in the back of RE books in line with our Writing and Maths assessment formats.

Contribution to SMSC development

These are areas of a pupil's development to which all subjects are expected to contribute. At St Nicholas Priory CE VA Primary School, Religious Education should play a part in:

- developing an awareness of a 'spiritual' dimension to life (personal beliefs, the search for meaning and purpose, the sense of awe and wonder) and in offering opportunities to discuss this area in a structured way. Further guidance of spirituality within St Nicholas Priory can be found on the spirituality document (SPIRITUAL)
- providing a forum for pupils to develop and evaluate their own beliefs and values and to examine the beliefs and values others have chosen to live by. (MORAL)
- encouraging interest in and an understanding of others, respect for those with different beliefs, and a sense of 'community'. (SOCIAL)
- evaluating the influence of Christianity on daily life in Britain, on the pattern of the year, on public occasions, festivals and ceremonies, architecture, laws, art, music, drama and literature and in considering other cultural and religious expressions in British society, evaluating the riches that diversity offers. (CULTURAL)

Provision for Withdrawal from Religious Education

Two provisions of law need to be noted:

- i) Parents may ask for their child to be totally or partially withdrawn from Religious Education in accordance with the Education Act 1944, sections 25(4) and 30, which was re-enacted in 1988. Reasons for withdrawal do not have to be given and the school **must** enable parents to exercise this legal entitlement. *The School Brochure advises parents of the current provision for Religious Education. They are asked to contact the Head teacher if they wish to withdraw their child. It is hoped that, in discussing their requirements, an understanding can be reached and arrangements for alternative Religious Education or supervision made.*
- ii) Teachers may withdraw from Religious Education. Their classes, however, are legally entitled to Religious Education. The Head teacher is responsible for alternative provision for pupils. Staff are not required to give reasons for withdrawal. *Currently no member of staff exercises this right. Were this to happen, the subject leader would probably cover the affected class. The other member of staff would teach an appropriate area of the National Curriculum for the subject leader.*

Leading of RE

We have a dedicated RE and Christian Ethos leader who oversees RE Collective Worship, SIAMs and Christian Ethos across the school. The RE lead has strong links with the Diocese of Norwich and regularly attends training and moderation. The link with the Diocese is extended with yearly RE audits by a member of the Diocese.

Religious Education and its relationship to Collective Worship

In law, Religious Education and Collective Worship are distinct. Religious Education is part of the school curriculum; it has to be delivered appropriately for pupils of different ages and abilities. It cannot be delivered during Collective Worship. However, during Collective Worship at St Nicholas Priory CE VA Primary School, stories from the Bible, Christian and other traditions are told and enjoyed, festival days and celebrations are often mentioned, and we enjoy assemblies led by members of religious communities. These complement and bring depth to our Religious Education programme. A separate policy is available for Collective Worship.

RE and SEN provisions

In RE as in all areas across the school we use the 'Seven Strategies for SEND' where appropriate;

- **Chunking**
- **I do – We do – You do**
- **Listening and Attention (Talkboost)**
- **Dual Coding**
- **Movement breaks**
- **Talking partners**
- **Visual/concrete prompts**

Teachers plan according to the groups needs and area encouraged to teach using an array of activities to allow for all children to experience RE, learn knowledge and create quality work. This includes making work more visual or simplified for children with a greater need to be able to access the higher level thinking tasks. The use of resources and different ways of presenting information children to is encouraged for all but especially those with SEN provisions. Activities throughout RE days should always encompass a variety of styles of learning including discussions, group work, art, drama to name a few. This allows all children to participate.

RE and Greater Depth Pupils

All year groups from year 1- year 6 have access to 'What a greater depth child looks like in year..' document that outlines what the skills are in RE that show GDS achievement. This can be used to assist planning in each year group to ensure greater depth opportunities and also allows for clear assessment after the work has been completed. Greater depth questions should be seen throughout lessons to ensure GDS children have an opportunity to verbally reason their thinking at a higher level.

RE - Reading, Writing and thinking skills

Like all areas of the curriculum RE relies on reading, writing and thinking skills to enable the children to understand the new concepts and express their ideas. Thinking skills are the fundamentals of the 'RE skills document' created by The Diocese of Norwich and used to assess children within RE. Throughout the RE units from year 1 to year 6 children are expected to read from a plethora of resources and present information in a variety of ways as suggested in the medium term plans. **This policy was reviewed and updated in April 2026, by the RE Coordinator.**

Next review: April 2027

Signed by

Name **Date:**

(On behalf of the Governing Body)

Headteacher..... Date

