

Ireleth St Peter's C of E Primary School



Religious Education Policy 2026-2027

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through God's love*

Our Christian Vision for Religious Education

“Inspiring Successful Partnership through God’s love.”

At Ireleth St Peter's Church of England Primary School, Religious Education expresses and strengthens our Christian vision, ethos and values and contributes to the flourishing of every child and adult. The development of the whole child - spiritually, morally, socially, culturally and intellectually - is reflected within our RE curriculum and wider school life.

At ISP, pupils and adults come from a range of faith backgrounds and from no faith. RE is a highly valued academic subject which enables pupils to understand how religion and worldviews shape people's lives, communities and cultures. In keeping with the Church of England Statement of Entitlement for Religious Education (2019), our approach is rooted in our Christian foundation while showing deep respect for the integrity of other religious and non-religious worldviews and for the freedom of each person.

The school provides a rich, varied and progressive RE curriculum which studies Christianity alongside a range of religions and worldviews. At the heart of RE at ISP is the teaching of Christianity, rooted in the person and work of Jesus Christ, enabling pupils to develop secure and increasingly deep knowledge and understanding of Christian belief, practice and diversity.

Our aim is to provide meaningful opportunities for pupils to understand and make connections between beliefs, practices, texts, traditions and ways of living. Teaching is inclusive and appropriately adapted so that all pupils, including those with SEND, can access, participate in and make progress within RE through suitable support, resources and a range of teaching approaches.

Pupils are encouraged to know about, understand and respond thoughtfully to questions of meaning, purpose, identity, belief and ethics. RE provides space for pupils to ask big questions, encounter different perspectives, develop religious literacy and reflect on their own developing beliefs and values while respecting those of others. In doing so, RE contributes to the Church of England's vision for education through wisdom, hope, community and dignity, enabling pupils to flourish.

Our Christian Values

Friendship • Hope • Peace • Joy • Justice • Love • Perseverance • Service • Patience • Responsibility • Thankfulness

Encountering religion and belief includes:

- Enquiry into and investigation of the nature of religion;
- Key beliefs and teachings, practices;
- Impact on the lives of believers and communities;
- Different ways of expressing beliefs, teachings and practices;
- Developing pupil skills of interpretation, analysis and explanation in relation to religion;
- Pupils' communication of their knowledge and understanding using specialist vocabulary;
- Pupils' reflection on and response to their own experiences, questions of identity and belonging, meaning purpose and truth, values and commitment; and
- Development of religious literacy.

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Our Aims for Religious Education

In keeping with the expectations set out in the Statement of Entitlement, the aims of RE at ISP are:

- 1.To enable pupils to know about and understand Christianity as a diverse global living faith through the exploration of core beliefs, using an approach that critically engages with biblical text.
- 2.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.
- 3.To facilitate pupils' engagement with challenging questions of meaning and purpose raised by human existence and experience.
- 4.To enable pupils 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.
- 5.To encourage pupils to explore their own religious, spiritual and philosophical ways through living, believing and thinking.

Legal Framework & Right of Withdrawal

As a voluntary aided school, as required by law, we provide RE in accordance with our trust deed.

Parents have a legal right in accordance with the Education act 1996 to withdraw their children from RE lessons. As this subject is central to the life and identity of Ireleth St Peter's Church of England School, we ask parents to discuss with the head teacher any reasons they might have for doing this. We aim to provide a quality RE curriculum that can be sensitively and appropriately taught to all pupils, by all staff. We ask that requests for full or partial withdrawal from RE should be made in writing to the Headteacher.

Our Religious Education Curriculum

RE is an academic subject that has a high profile in our school curriculum. It is given priority by leaders, including governors, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

As a Church of England school within the Diocese of Carlisle, we value diocesan support and guidance in developing high-quality RE. Our provision is shaped by our Christian foundation and by a commitment to RE that is academically rigorous, inclusive and relevant to the lives of pupils today.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish;
- contributes to British values and to pupils' spiritual, moral, social and cultural development;
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions;
- provides meaningful and informed dialogue with a range of religions of worldviews;
- reflects a good balance between the disciplines of theology, human science and philosophy;
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is diverse;

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- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals and practices and how they help to form identity in a range of religions and worldviews;
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs;
- is adapted to ensure **all** pupils make progress and flourish.

In addition to providing RE in accordance with our trust deed, we use the Cumbrian Agreed Syllabus for RE (2023) as an important curriculum reference, together with diocesan guidance and the Church of England Statement of Entitlement for Religious Education.

From 2026-2027, our RE curriculum is supported by Questful RE, alongside Understanding Christianity as a significant resource for the teaching of Christianity. These resources support a coherent, progressive and enquiry-rich curriculum across the school, while teachers remain responsive to pupils' questions, prior learning and the context of our school community.

There are clear learning outcomes for all units of work and appropriately high expectations for all pupils. Our RE curriculum is carefully sequenced so that knowledge, vocabulary and disciplinary thinking build on prior learning, ensuring continuity and progression as pupils move through the school. The curriculum draws upon theology, philosophy and human/social sciences and is set out in the ISP Religious Education planning overview.

Curriculum Balance & Time

In this school the faiths/worldviews taught in RE are: Christianity, Judaism and Buddhism.

- in KS1, Christianity and Judaism; and
- in KS2, Christianity, Judaism and Buddhism.

RE has at least 5% of curriculum time. Pupils across school receive a minimum of one hour of RE per week (45 hours per year), with this often increasing to 1 hour and 20 minutes per week in Upper Key Stage 2 (totalling 60 hours). In addition to weekly lessons, all children take part in Family Group days each half term, which focus on exploring various aspects of the Christian faith.

Approximately 65% of RE curriculum time focuses on Christianity and 35% on other religions and worldviews. This enables pupils to develop a secure and increasingly deep understanding of Christianity as the faith at the heart of our school's foundation, while also encountering a meaningful range of other beliefs and ways of living. RE supports our ethos of celebrating diversity and developing pupils as thoughtful global citizens who can engage respectfully with people whose beliefs and worldviews may be similar to or different from their own. Pupils also encounter festivals, celebrations and lived expressions of faith and worldview where these enrich and deepen planned curriculum learning.

Allocated curriculum time is only ever spent on RE related learning. Collective worship is timetabled separately.

Our Church Partnership & Enrichment

Our relationship with St Peter's Church is an important part of Christian life and RE at ISP. The whole school visits the church monthly for worship, and pupils also return for additional curriculum experiences that help make Christian belief and practice meaningful. These include learning about baptism through the baptism of class bears and exploring aspects of Christian worship and sacraments such as Holy Communion.

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We are fortunate to have a strong relationship with Father Tom, who is a familiar and valued presence in school. He supports monthly worship, joins children for lunch, contributes to family group events and enriches RE and the wider Christian life of the school through discussion, teaching and shared experiences.

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Spirituality, SMSC & British Values

- RE is a key context for pupils' spiritual, moral, social and cultural development. Pupils are invited to reflect on their own responses to ideas and experiences and to consider the views of others with curiosity, dignity and respect.
- Our approach to spirituality encourages pupils to reflect through the lenses of Self, Others, World and Beyond. Within RE, pupils are given opportunities to notice, wonder, question, make connections and respond to ideas that may not have a single answer. They consider how faith and worldviews respond to questions of meaning and purpose, justice, responsibility and human experience.



Our spirituality framework: Self, Others, World and Beyond

- RE also supports pupils' understanding of life in modern Britain by exploring belonging, diversity within and between communities, moral and ethical questions, and the ways beliefs influence practice. This contributes to pupils' understanding of the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Health & Safety

Health and safety issues may arise in RE on a number of occasions for example, when pupils:

- Handle artefacts
- Consume food
- Visit places of worship.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

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Learning, Feedback & Assessment

Pupils across all key stages record their learning in RE books. This allows children to record their learning and allows teaching staff to establish the individual progress that pupils are making in each area. Feedback is given both verbally in lessons and through written, marked feedback in books. This is supplemented through the use of photographs and videos of practical tasks, eg drama, which is recorded in books and stored on a shared central drive as evidence. Where written feedback is given, staff ensure that this is linked to the desired learning outcomes, taken from the Cumbria Agreed Syllabus, and is therefore related to RE rather than English. All work recorded in lessons is used to assess pupils against assessment statements for each key stage outlined in the Cumbria Agreed Syllabus on a half termly basis, upon completion of each line of enquiry. This allows staff to establish the progress that our pupils have made, and the extent that RE has supported our pupils to flourish. Next steps for further success are developed and shared with pupils following on from this.

In order to ensure that children progress and flourish in their RE learning, as a minimum, teachers will:

- identify development in the different areas of learning in the subject beyond the acquisition of factual knowledge;
- recognise the range of skills and attitudes which the subject seeks to develop;
- employ well-defined criteria against which to measure progress and achievement;
- ensure that pupils are involved in determining and understanding their next steps;
- enable effective tracking of pupil progress to identify areas for development in pupil's knowledge and understanding, as well as whole school areas for development; and
- provide accurate reports to parents/carers at parents evenings and in written end of year reports.

Leadership, Monitoring & Evaluation

The teaching, assessment and resourcing of RE is managed by the RE subject leader in collaboration with senior leaders and governors, ensuring that statutory requirements, the school's trust deed, the Church of England Statement of Entitlement and relevant diocesan guidance are reflected in provision.

The RE subject leader will:

- support and regularly monitor RE across the school, identifying strengths, impact and areas for development through a cycle of self-evaluation informed by current SIAMS and Ofsted expectations;
- undertake relevant and regular CPD to keep their subject knowledge and expertise up to date, and to ensure that staff receive appropriate training for the teaching and assessment of RE;
- report regularly to the governing body so that everyone has an overview about progress and outcomes in RE; and
- ensure that RE provision reflects current advice and recommendations from the Diocese of Carlisle, the Church of England and relevant local and national guidance.

Policy Review

This policy will be reviewed every two years, or sooner where changes to statutory, diocesan or national guidance make this necessary. Its implementation and impact will be monitored by the RE subject leader, together with senior leaders

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and governors, through pupil voice, staff discussion, curriculum and planning review, lesson visits and scrutiny of pupils' work.

Growing in faith, wonder and courage - inspiring successful partnership through God's love.

Leadership and review

The Head Teacher, governors and those leading Collective Worship, RE and spiritual development share responsibility for embedding this approach. The school will draw on current Church of England and Diocese of Carlisle guidance and training, reviewing practice as national or diocesan expectations develop.

Policy period	2026–2027
Review cycle	Annually
Next review	Summer 2027

2026-2027

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