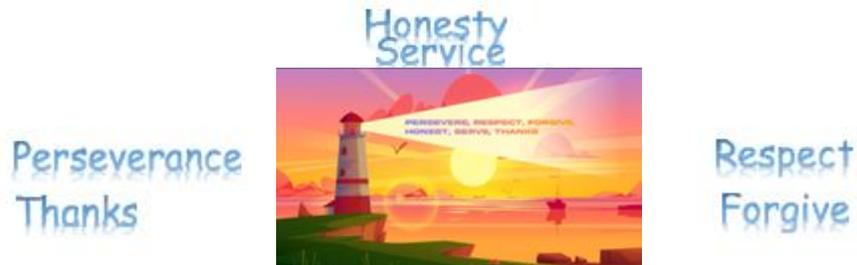


# St. Paul's CE Academy

Let your light shine



## Religious Education Policy

Person responsible for the policy	Jason Morton
Date reviewed	October 2025
Date to be next reviewed	October 2027

## School Vision

"To create a Christian school which **ignites a thirst for knowledge** in every individual, **where curiosity and talent are cultivated**, and children are **empowered** to channel their **love of learning** to achieve their God-given potential."

## Our Mission

In a Christian environment, we aim to provide a **beacon of light** to guide children on their journey through life, **equipping them with the values** which will allow them to flourish and lay the **foundations for their future development**.

Every adult is committed to being **inspirational**; sharing their **knowledge, interest and passions**; creating **life-long learners** who are **confident exploring, navigating and developing their understanding** of the world around them.

## Values

At St Paul's, our values permeate all areas of school life and are reflected by the **Academy's Christian Values**:

To **persevere** with everything, we do.

To show **respect** for each other and the world around us.

To **forgive** others when they hurt us.

To always be **honest** and tell the truth.

To **serve** others.

Give **thanks** to God for all he does for us.

## Introduction

St Paul's Academy is a Church of England Controlled Academy and through our Collective Worship and R.E. is committed to celebrating all faiths and customs and to develop and educate our children in a Christian environment.

Our mission statement clearly states that religious knowledge should be taught alongside elements of personal and social development. By combining the two, we believe that the balance between knowledge of Christianity and an understanding of its ethics will help develop children in all areas, helping them to become reflective, responsible and caring members of the school and wider community.

We also believe that Religious Education provides an opportunity to celebrate and foster awareness of the differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

RE is taught in accordance with the aims of the East Sussex Agreed Diocese Syllabus which states:

**'This Guidance on the teaching of Religious Education in Church of England schools is based on two key principles: firstly, that the RE in a church school should be of the highest**

standard, always striving for excellence; and secondly that it should reflect the school's distinctive Christian character.

Their key objectives state:

That Governors in Voluntary Controlled schools adopt their local agreed syllabus for RE, provided it is based on the National Framework, with the addition of these Guidelines.

That the standards of teaching, learning and achievement in RE in Church of England schools are at the highest level.

That at least 5% of curriculum time is devoted to RE. This is a hourly lesson per week.

That Christianity has a central role in the RE curriculum, usually taking up between two-thirds and three quarters of the time available.

That appropriate teaching about other faiths and world views is given in all church schools.

The Legal Requirements are:

In accordance with the law, we provide religious education for all pupils registered at the school. The teaching of RE comprises 5% of the curriculum timetable as required by the Agreed Syllabus and recommended by the QCA.

Parents are informed in the school prospectus that they have the right to withdraw their pupils from religious education. Parents who choose to withdraw their children **from religious education lessons are required to state this in writing annually to the Co Headteachers.**

We believe that it is the responsibility of the parents who have chosen to withdraw their children from school RE to provide acceptable alternative religious education work for their children to do during RE lessons. We expect that this work will be discussed with the class teacher so that these children can be fully included, and their alternative work linked to what the rest of the class is learning.

### Intent

Our intent reflects the Diocese wish that RE in Church schools will enable pupils to:

- Think theologically and explore the great questions of life and death, meaning and purpose.
- Reflect critically on the truth claims of Christian belief.
- See how the truth of Christianity is relevant today and face the challenge of Jesus' teaching in a pluralist and post-modern society.
- Develop the skills to handle the Bible text.
- Recognise that faith is not based on a positive balance of probabilities but on commitment to a particular way of understanding God and the world.
- Respond in terms of beliefs, commitments and ways of living.
- Develop a sense of themselves as significant, unique and precious.
- Experience the breadth and variety of the Christian community.
- 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 them in difficult circumstances and in the face of opposition.

**We also believe that RE:**

- Prepares pupils for the opportunities, responsibilities and experiences of life.
- Promotes the spiritual, moral and mental development of pupils in the school and in society.

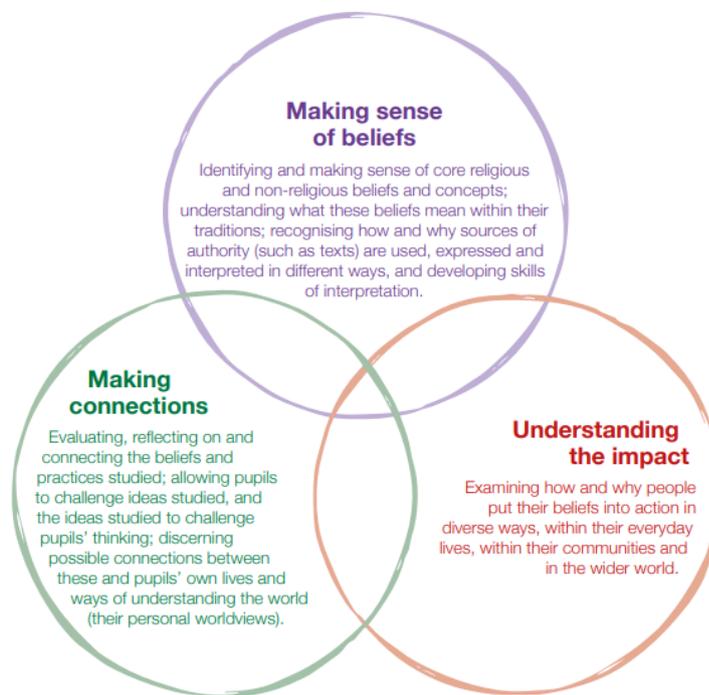
**Implementation through Teaching and Learning**

Planning for Religious Education is based on the East Sussex Agreed Syllabus as advised by the Diocese of Chichester and the division of the three Attainment Targets:

Making sense of belief

Making connections

Understanding the impact



2 schemes of work are used to fulfil the curriculum; Understanding Christianity is used for the Christina units whereas RE Today is used for all the other religion units.

Inclusion and adaption as well as children with Special Educational Needs and Disabilities [SEND] or English as an Additional Language [EAL] are taken into account in our planning and teaching as they are in all areas of the curriculum. Using Widget online for resources which link words to images is also used. The academy provides a variety of artefacts for the children to explore from the major world faiths too. Within the teaching of RE, we make the most of opportunities to help the children

develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. One way of doing this is through our links with local religious communities and places of worship. We try to ensure that children have at least one local RE visit every year. These visits are being develop with the local clergy so the learning matches to unit being studied.

### Environment

It is our intention that the environment of our school reflects our mission statement and that we are providing a caring, well ordered and stimulating environment that reflects our Christian beliefs. Work is displayed in a variety of ways throughout the school. Each classroom has a R.E. display board and 'Let Your Light Shine' area, where the children's mission statement is displayed. There is a Religious Education display board near the front entrance to the school, which represent topics covered in the Early Years, Key Stage One and Key Stage Two during the year. We are fortunate enough to possess an RE library. Within this room, children are able to select books and resources linked to different religions and take time to pray and reflect.

Through RE, children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects.

### Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PHSE 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 encourage children to consider the answers offered by faith groups to questions of meaning and purpose and problems within society and their own experience.

Religious education also strongly supports the school's S.M.S.C programme by introducing pupils to the significance of belonging to a community, the diversity of communities in the wider communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice.

### Impact: Recording, Marking, Assessment and Reporting

The children record their work in various ways and evidence is kept in the pupil workbooks throughout each key stage.

Work can be in written or pictorial form or verbal discussions and teachers use this as evidence of understanding and achievement. RE is enquiry-based learning. Therefore, the children spend the first lesson answering four key questions which will be taught during the unit. At the end of the unit they will answer the same questions, and this will show the teacher the progress that has been made. Each

topic will have a main enquiry question, with each session broken down into smaller questions to investigate. At the beginning of each lesson the children will have three oral questions to answer: the first is linked to a unit at the beginning of the year, the second the previous unit and finally a question linked to the previous lesson. From September 2025, one of the questions will be about some aspect from the previous year's learning as we embed the new curriculum in.

**Marking:** the teacher will mark each piece of work and acknowledge the effort put in. They will pick up any spellings which are part of the key vocabulary for the unit.

**Knowledge organisers (KO)** will be created for each unit. A basic KO will include the Big question for the unit along with technical vocabulary for the unit (this will be on the child version). A KO for the staff will also include the core knowledge for the unit taken from Understanding Christianity or RE Today depending on the religion being studied. Finally, there will be curriculum link ideas to other religions and other curriculum subjects. Knowledge organisers are to be displayed on the RE display board for the children and teachers to refer to.

Throughout the unit, teachers mark using the schools agreed marking policy and feedback is given either verbally or in written form. Two data entries will take place, and results will be given to the trustees at DCAT in preparation for SIAMS. The statements that they will be assessed on are below.

Year group	Skill	Statement from Target Tracker
1	<ul style="list-style-type: none"> <li>• Communication and expression</li> <li>• Interpretation</li> <li>• Reflection</li> <li>• Enquiry and investigation</li> <li>• Empathy</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about some stories from the bible.</li> <li>• I can tell you what a church looks like.</li> <li>• I can tell you what a cross is and what it means</li> <li>• I can talk about people and things I care about</li> <li>• I can discuss questions which might not have an answer.</li> <li>• I can talk about things being fair and unfair.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Communication and expression</li> <li>• Reflection</li> <li>• Enquiry and investigation</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what some stories about God mean.</li> <li>• I can talk about other religious buildings that are like a church.</li> <li>• I can talk about what happens in a church service.</li> <li>• I can explain about how people sometimes feel about God.</li> <li>• I can ask why a lot.</li> <li>• I can explain why some things that people do are right and some things are wrong.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Communication and expression</li> <li>• Analysis</li> <li>• enquiry and investigation</li> <li>• Reflection</li> <li>• Reasoning</li> <li>• Application</li> </ul>	<ul style="list-style-type: none"> <li>• I can use words that are about God to explain what I think.</li> <li>• I can talk about how some religions are the same and some are different.</li> <li>• I can talk about why religion is important.</li> <li>• I can talk about how religion affects me.</li> <li>• I can talk about how there are some things which can't be explained.</li> <li>• I can understand that people sometimes do things because their religion says they should.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Interpretation</li> <li>• Application</li> <li>• Empathy/ interpretation</li> <li>• Communication and expression</li> <li>• Enquiry and</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand stories that can help people make choices about right and wrong.</li> <li>• I can talk about how people follow their own religion.</li> <li>• I can talk about how the teachings of religion can affect people's lives and that sometimes people can think differently about the same things.</li> <li>• I can talk about friendships, my family and famous people I like.</li> <li>• I can discuss questions that nobody knows the answer to.</li> <li>• I can talk about how sometimes choices about what we do are difficult.</li> </ul>

	<ul style="list-style-type: none"> <li>investigation</li> <li>• Reflection</li> </ul>	
5	<ul style="list-style-type: none"> <li>• Communication and expression</li> <li>• Application</li> <li>• Interpretation</li> <li>• Reflection</li> <li>• Enquiry and investigation</li> </ul>	<ul style="list-style-type: none"> <li>• I can talk about the important features of different religions.</li> <li>• I can discuss how different religions affect people's lifestyles and behaviour.</li> <li>• I can describe the meaning of a range of religious symbols from different religions.</li> <li>• I can discuss what is important about religion to me and other people.</li> <li>• I can discuss a range of religious beliefs.</li> <li>• I can discuss right and wrong and explain how different beliefs can influence the decisions people make.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Communication and expression</li> <li>• Analysis</li> <li>• Interpretation</li> <li>• Application</li> <li>• Reflection</li> <li>• Reasoning</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the correct words and phrase when discussing belief and religion</li> <li>• I can explain how and why religions have different views on how people should live their lives.</li> <li>• I can talk about the different sacred books of religions and how and why they're sometimes linked.</li> <li>• I can discuss my views about religions and how people should live their life.</li> <li>• I can explain my personal views about a range of important religious issues and discuss the views of others.</li> <li>• I can argue intelligently about religion and belief.</li> </ul>

Teachers report to the parents annually in accordance with our assessment policy and parents are given the opportunity to discuss progress in RE formally twice a year during parent/carer consultation meetings.

### Management

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader, in close collaboration with the Head.

The RE subject leader is also the Worship lead and works closely with the Co- headteachers and the local Reverend.

The curriculum leader attends regular training and professional development and organises INSET and training for other members of staff when necessary.