

St Nicholas CE Primary Academy



“Learning, loving and encouraging through Christ.”

Religious Education Policy

Vision Statement

St Nicholas provides a welcoming, inclusive and aspirational learning environment at the heart of its community. We nurture, encourage and support all children, adults and their families to be the best as God intended. Following God’s example of love and trust, we develop resilience and creativity in all we do.

Our core values underpin all learning and relationships:
Ambition, Community, Friendship, Perseverance, Respect, Trust.

These values reflect our Christian identity and shape the aims and delivery of RE across the school.



Date published	Policy review date	Agreed by	Date agreed
November 2025	November 2028	LGB	December 2025

Religious Education Policy

Introduction

Statement of Intent

'Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish level and the Diocese of Canterbury.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers all pupils.'

Inclusion and Equal Opportunities

All children have equal access to the curriculum regardless of their race, gender, or disability. Our school vision underpins all that we do at St Nicholas CE Primary Academy and whilst our teaching is aspirational and standards are set high, we draw on the works of St Barnabas and encourage and support all our learners to be the very best they can be as God intended.

Introduction

At St Nicholas CE Primary Academy, pupils and their families can expect a high quality religious education (RE) curriculum that is challenging, rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views. As a church school, the teaching of Christianity is at the heart of our RE curriculum. Through the Understanding Christianity resource, the use of an enquiry approach engages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Using the Kent Agreed Syllabus we learn about other religions and world views, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We 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 and world views studied.

Aims

As stated in the Church of England Religious Education Statement of Entitlement, religious education in this school aims

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Objectives

As stated in the Church of England Religious Education Statement of Entitlement, the following objectives are age appropriate at the end of our pupils' education in school. The expectation is that all pupils are religiously literate and as a minimum pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.

- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Teaching and Learning

RE has a high profile within our school curriculum and is taught weekly as a discrete subject.

Quality teaching in RE helps generate respect for different views and interpretations where real dialogue takes place. Learners develop and use a wide range of higher level skills such as enquiry, analysis, interpretation, evaluation and reflection to deepen their understanding of the impact of religion and world views as lived by believers. Key cross-curricular skills such as reading, writing, observation, and discussion are practised. Rigorous assessment based on knowledge and understanding of core religious concepts shows that attainment is high and progress significant in developing an understanding of Christianity and a range of other world religions and on other world views as appropriate.

RE offers a wide variety of teaching and learning experiences, understanding that pupils learn best in different ways. Pupils will experience opportunities to learn and express themselves through an enquiry based style of learning by:

- Listening to the teacher and each other.
- Ask and discuss 'big' questions
- Reading of texts.
- Seeking information for themselves in libraries and on computers.
- Discussion with the teacher and other pupils.
- Pair and group work.
- Using a range of media such as artefacts, pictures, photographs, music and drama.
- Visits and visitors.
- Artwork.
- Outdoor learning.
- Time for reflection.

Differentiation and Special Educational Needs

Policy and practice in religious education reflects whole school policy and encompasses the full range and ability of all pupils. All pupils' contributions are valued in RE as they draw on their own experiences and beliefs. A range of teaching and learning strategies to achieve differentiated learning are used including task, outcome, resource, support and pupil grouping. There is particular concern to ensure that all tasks are challenging and sufficiently demanding to stimulate and engage all pupils whilst extending the most able.

Breadth and Balance

Although work on Christianity will predominate, there will be in-depth work on the major world religions and on other world views as appropriate. Teaching will seek to bring about a deeper knowledge and understanding of religious traditions but also to develop a range of skills such as the ability to empathise and evaluate attitudes, and develop respect for diversity. Approximately 50% of the curriculum is learning about Christianity and the other 50% incorporates other major religions and non-religious world views (Judaism, Islam, Hindu-Dharma, Sikhi and Humanism).

Equal Opportunities

Religious education will challenge stereotypes, misinformation and misconceptions about race, gender and religion. It seeks to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions will be treated with sensitivity and respect.

Relevance

Teachers will establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching will enable pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives. This will be done through engaging pupils in an enquiry based style of learning and by posing challenging questions to and by pupils.

Cross-curricular links

Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects, such as English, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Assessment, Recording and Reporting

Assessment in religious education will always be based on the understanding, reasoning and knowledge of the children's learning and not on personal beliefs.

It may also involve:

- Identifying suitable opportunities in schemes of work such as Understanding Christianity.
- Be directly related to the expectations of the Kent Agreed Syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- 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.
- Enable effective reporting to parents.

Role of the RE Subject Leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education. (Statement of Entitlement June 2016 The Church of England Education Office)
<https://www.canterburydiocese.org/media/childrenandschools/re/statementofentitlement.pdf>
- Produce and regularly review a subject policy to ensure that it remains up to date
- Ensure all teachers are aware of what should be taught in religious education, what resources are available, and what standards of attainment are expected at the end of each Key Stage.
- Support colleagues and help develop their subject expertise.
- Monitor and review the implementation of policy, schemes of work, the quality and effectiveness of the delivery of RE, pupils' progress and standards.
- Liaise with the HT, Governors and the Diocese.
- Seek opportunities for professional development for themselves and other staff.
- Order resources.
- Monitor end of term assessments.
- Observe the teaching of RE in school, providing support and guidance for teachers.
- Ensure there is a school protocol that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.

Legal Requirements

From the time of the 1944 Education Act, parents have had the right to withdraw their children from religious education. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all children admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision.



Community Friendship Perseverance Ambition Respect Trust

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World Faiths Long Term Plan 2025 - 2026

Kent Agreed Syllabus incorporating Understanding Christianity

Being a church school, RE is very important to us and each year group will study RE for at least 1 hour a week. We study a variety of world faiths, including non-faiths like Humanism, to promote tolerance and understanding for the beliefs of people around the world. It is a challenging subject that promotes deep level thinking, questioning and reflection. Children do not have to have a faith of their own to achieve well but will leave St Nicholas Primary Academy as religiously literate respectful children, who base their beliefs and opinions on knowledge. We will visit local churches of different denominations and have visitors in from other world faiths so children get a first hand understanding of what faith might mean to them. Throughout the year, we will also take part in some themed weeks, like Christmas around the world, or how Easter is celebrated differently around the world.

	AUTUMN		SPRING		SUMMER	
EFYS	<p>CREATION</p> <p>Why is the word ‘God’ so important to Christians?</p>	<p>OLD TESTAMENT STORIES Which stories are special and why?</p> <p>INCARNATION Why do Christians perform Nativity plays at Christmas?</p>	<p>NEW TESTAMENT STORIES Which stories are special and why?</p>	<p>SALVATION Why do Christians put a cross in an Easter garden?</p>	<p>WORLD FAITH STORIES Which stories are special and why?</p>	<p>WORLD FAITH STORIES Which stories are special and why?</p>
Year 1	<p>GOD</p> <p>What do Christians believe that God is like?</p>	<p>INCARNATION Why does Christmas matter to Christians?</p> <p><i>CORE/ DIGGING DEEPER</i></p>	<p>GOSPEL What is the good news that Jesus brings?</p> <p><i>CORE & DIGGING DEEPER</i></p>	<p>SALVATION Why does Easter matter to Christians?</p> <p><i>CORE LEARNING</i></p>	<p>JUDAISM Who is Jewish and what do they believe?</p> <p>(Part 1)</p>	<p>JUDAISM Who is Jewish and what do they believe?</p> <p>(Part 2)</p>



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Year 2	CREATION Who made the world?	UNIVERSAL How should we care for others and the world and why does it matter?	HUMANISM What is Humanism?	SALVATION Why does Easter matter to Christians? <i>DIGGING DEEPER</i>	ISLAM Who is a Muslim and what do they believe? (Part 1)	ISLAM Who is a Muslim and what do they believe? (Part 2)
Year 3	PEOPLE OF GOD What is it like to follow God?	INCARNATION What is the Trinity? <i>CORE LEARNING</i>	SIKHI What is important for Sikh people? <i>Christmas – exploring the birth of Jesus (3 weeks)</i>	SALVATION Why do Christians call the day Jesus died ‘Good Friday’? <i>CORE</i>	KINGDOM OF GOD When Jesus left, what was the impact of Pentecost?	SIKHI How do Sikh people worship and celebrate?
Year 4	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity?	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died ‘Good Friday’? <i>DIGGING DEEPER</i>	HINDU DHARMA What does it mean to be a Hindu in Britain today? (Part 1)	Green Religion What can be done about climate and the environment? Why do some people think life is a journey? (3 weeks) What significant experiences mark this? (Including Hindu Dharma)
Year 5	GOD What does it mean if God is loving and holy?	INCARNATION Was Jesus the Messiah? <i>CORE LEARNING</i>	PEOPLE OF GOD How can following God bring freedom and justice?	SALVATION What did Jesus do to save human beings?	ISLAM What does it mean to be a Muslim in Britain today? (Part 1)	ISLAM What does it mean to be a Muslim in Britain today? (Part 2)



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Year 6	GOSPEL What would Jesus do?	What can be done to reduce racism & can religion help?	HUMANISM What is Humanism?	JUDAISM What does it mean to be Jewish in Britain today? Islam catch up because LTP changed 23/24	CREATION Creation and science: conflicting or complementary?	Is it better to express your beliefs in arts and architecture or in charity and generosity?
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