



Quinton

Church Primary School

Religious Education (RE) Policy

Date	June 2025
Date for review	June 2028

Our Christian Vision at Quinton Church Primary School

This policy is embedded in our school's vision that in an inclusive community of love, we are working to ensure that we are all **flourishing together**.

At Quinton, we believe that to **Flourish** is to become the best version of ourselves in body, mind and spirit. It means being loved and recognised for who we are, uniquely made in the image of God.

John 10:10: I came so they can have real and eternal life, more and better life than they ever dreamed of.

Psalms 139:13-14: You created the deepest parts of my being. You put me together inside my mother's body. How you made me is amazing and wonderful. I praise you for that. What you have done is wonderful.

Together emphasises the strength, possibilities and encouragement that can be found in community, teamwork and family. It highlights how everyone has a part to play and brings value and worth to our collective endeavours. Togetherness shines a light on our desire to be a community that is inclusive of everyone, whatever the challenges, so that all can flourish.

Psalms 133:1: How good and pleasant it is when God's people live together in peace!

1 John 4:19: We love because he first loved us.

Micah 6:8: The Lord has shown you what is good. He has told you what he requires of you. You must act with justice. You must love to show mercy. And you must be humble as you live in the sight of your God.

Our vision is linked to two important theological concepts from the Bible: **Creation** and **Love**.

The Bible teaches us that out of love, God's plan was for all creation to flourish, including human beings. Therefore, our school vision is for everyone to be loved, valued, celebrated, and represented. At Quinton, we are ambitious for everyone; no exceptions!

1 John 4: 8 says 'God is love'. In our school we want to share this love together.

We all aim to show love by being kind and compassionate, even when we disagree with one another.

Love will flow through our school as we strengthen a sense of togetherness that does not keep records of past hurts but grows through things that connect us.

We hope that members of our school learn to love in generous ways, that leaves no one out. Our community will speak up for and reach out to those who don't have what they need.

In our inclusive community, we are working to ensure that we are all:

'Flourishing together'

Flourishing together

Introduction

Our policy for Religious Education is set in the context of and gives life to our Christian vision and values. It reflects the expectations set out in the [Statement of Entitlement for the teaching of Religious Education in schools](#).

The Law

The 1988 Education Act states that “Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils”.

Quinton Church Primary School converted to an Academy (as part of BDMAT) from a Voluntary Aided school within Birmingham Local Authority and the Diocese of Birmingham. Therefore, the provision of RE must be in accordance with the guidance for academies in accordance with their funding agreement. The Governors in consultation with the Headteacher, following advice from the diocese, have decided to adopt the **Sandwell Agreed Syllabus** and supplement this with material from **Understanding Christianity**.

Rationale

At Quinton Church Primary School, Religious Education is a vital part of the curriculum, enabling each pupil to flourish. It connects with our Christian vision, whilst being an academic subject that is non-confessional in nature. As with all Church schools, the study of Christianity, focussed on the teaching of Jesus and the Church, is central. We want our pupils to gain a rich knowledge of Christian belief and practice, including the ways in which it is unique and diverse. As an inclusive community, we study a range of religions and worldviews, fostering respect for the right of all people to hold beliefs. Our RE lessons will be a safe space for pupils to explore their own religious, spiritual and/or philosophical ways of seeing, living, thinking, believing and belonging. In addition to this, our curriculum enables all pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.

Our curriculum has been strategically planned to ensure that the expectation of “**Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time**” is met, and that the following aims and objectives are met:

- 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.
- 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 engage with challenging questions of meaning and purpose raised by human existence and experience.
- 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 explore their own religious, spiritual and philosophical ways living, believing and thinking.

The distinctive contribution RE makes to the life of the school and other curriculum aims

As a church school we are called to find ways for each pupil to have a life enhancing engagement with the idea of Jesus and his importance to Christians, and with Christian faith and practice. Being part of Birmingham Diocese, this means that we endeavour to ensure that encounters with the Christian faith will be positive for the pupils. The values and character of our school are shown in the way that attention is paid to the teaching of world faiths, particularly those represented in the school community and local neighbourhood, and in the respect shown, and fostered, for the religious freedom of each.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting our positive and inclusive school ethos that champions democratic values and human rights, as well as British values.

Spiritual, moral, social and cultural development

Learning about and from religious traditions helps pupils to appreciate which aspects of life have been significant for most of humanity throughout the ages. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. It also helps to show them what shapes people's behaviour and motivations, and points pupils towards positive models for their own lives.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices

Approaches to teaching RE






















High quality learning experiences in RE are designed and provided by careful planning using the Sandwell Agreed Syllabus and seeking diocesan advice. We draw upon the Understanding Christianity resource with its well-conceived and creative learning experiences.

In order to make religious education a lively, active subject we employ a variety of teaching methods including drawing on range of media such as artefacts, pictures, photographs, music and drama as well as providing opportunities for outdoor learning. We use a variety of approaches of helping pupils to appreciate, and to begin to develop critical thinking about, religious life and teachings, including enquiry based and philosophical approaches such as posing and discussing 'big' and challenging questions. Such thinking skills are developed through exploring texts, using stories, and discussion with the teachers and other pupils. We encourage a reflective approach to life by taking time for silence and thinking. Where possible, we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

Pupils are offered tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage them all, whilst extending the most able and providing support for those who need it. Teaching enables 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.

How RE is organised

Religious Education is taught on a weekly basis in all year groups; each lesson is approximately 1 hour. In accordance with the structure of the locally agreed syllabus, we have decided upon the following long-term plan:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Why is the word 'God' special to Christians?</p> <p>Core concept = Creation</p> 	<p>Why do Christians perform nativity plays at Christmas?</p> <p>Core concept = Incarnation</p> 	<p>Being special: where do we belong?</p> <p>Sandwell Agreed Syllabus - EYFS F4 unit</p>	<p>Why do Christians put a cross in an Easter garden?</p> <p>Core concept = Salvation</p> 	<p>Which places are special and why?</p> <p>Sandwell Agreed Syllabus - EYFS F5 unit</p>	<p>Which stories are special and why?</p> <p>Sandwell Agreed Syllabus - EYFS F6 unit</p>
Year 1	<p>What do Christians believe God is like?</p> <p>Core concept = God</p> 	<p>Why does Christmas matter to Christians? How + why do we celebrate special times?</p> <p>Core concept = Incarnation</p> 	<p>Beginning to Learn Sikhi: Part A. Stories of the Sikh Gurus. (Sikhism)</p> <p>Sandwell Agreed Syllabus - KS1 unit 4</p>	<p>Why does Easter matter to Christians? (Core Learning)</p> <p>Core concept = Salvation</p> 	<p>Beginning to learn Islam: What can we learn from stories of the Prophet? (Islam)</p> <p>Sandwell Agreed Syllabus - KS1 unit 7</p>	<p>Holy places: where and how do Christians, Sikhs and Muslims worship? (Christianity, Islam & Sikhism)</p> <p>Sandwell Agreed Syllabus - KS1 unit 9</p>
Year 2	<p>Who made the world?</p> <p>Core concept = Creation</p> 	<p>What is the 'good news' Christians believe Jesus brings?</p> <p>Core concept = Gospel</p> 	<p>Who is Jewish and what do they believe? (Judaism)</p> <p>Additional unit purchased from RE:Today</p>	<p>Why does Easter matter to Christians? (Digging Deeper)</p> <p>Core concept = Salvation</p> 	<p>Who are Humanists and what is their way of life? (Humanism)</p> <p>Sandwell Agreed Syllabus - KS1 unit 13</p>	<p>Beginning to Learn Sikhi: Part B. The Gurdwara, a place to belong. (Sikhism)</p> <p>Sandwell Agreed Syllabus - KS1 unit 5</p>
Year 3	<p>What do Christians learn from the Creation story?</p> <p>Core concepts = Creation & Fall</p> 	<p>What is the 'Trinity' and why is it important for Christians?</p> <p>Core concept = Incarnation & God</p> 	<p>What are the deeper meanings of the festivals? (Buddhism & Islam)</p> <p>Sandwell Agreed Syllabus - KS2 unit 1</p>	<p>Why do Christians call the day Jesus died 'Good Friday'?</p> <p>Core concept = Salvation</p> 	<p>What is it like to be a Sikh in Quinton? Sikh beliefs and ways of living (Sikhism)</p> <p>Sandwell Agreed Syllabus - KS2 unit 4</p>	<p>Values: What matters most? Christians and Humanists (Christianity & Humanism)</p> <p>Sandwell Agreed Syllabus - KS2 unit 6</p>
Year 4	<p>What kind of world did Jesus want?</p> <p>Core concept = Gospel</p> 	<p>What is it like to follow God?</p> <p>Core concept = People of God</p> 	<p>What is it like to be a Hindu? Community, Worship, Celebration (Hinduism)</p> <p>Sandwell Agreed Syllabus - KS2 unit 2</p>	<p>What is it like to be Jewish? Family, Synagogue and Torah (Judaism)</p> <p>Sandwell Agreed Syllabus - KS2 unit 9</p>	<p>For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>Core concept = Kingdom of God</p> 	<p>Keeping the 5 Pillars of Islam (Islam)</p> <p>Sandwell Agreed Syllabus - KS2 unit 11</p>
Year 5	<p>What does it mean if Christians believe God is holy and loving?</p> <p>Core concept = God</p> 	<p>Was Jesus the Messiah?</p> <p>Core concept = Incarnation</p> 	<p>Hindu, Jewish and Islamic Prayer: What? When? How? Where? Why? (Hinduism, Judaism & Islam)</p> <p>Sandwell Agreed Syllabus - UKS2 unit 5</p>	<p>What do Christians believe Jesus did to save human beings?</p> <p>Core concept = Salvation</p> 	<p>What can we learn from religion about temptation? (Christianity & Islam)</p> <p>Sandwell Agreed Syllabus - UKS2 unit 6</p>	<p>Can religions help people when times get hard? (Christianity, Hinduism & non-religious)</p> <p>Sandwell Agreed Syllabus - UKS2 unit 3</p>
Year 6	<p>Christians and how to live: 'What would Jesus do?'</p> <p>Core concept = Gospel</p> 	<p>Creation and science: conflicting or complementary?</p> <p>Core concept = Creation & Fall</p> 	<p>An enquiry into visiting places of worship (Sikhism focus for interfaith week)</p> <p>Sandwell Agreed Syllabus - UKS2 unit 2</p>	<p>For Christians, what kind of king was Jesus?</p> <p>Core concept = Kingdom of God</p> 	<p>Why do Hindus want to be good? (Hinduism)</p> <p>Sandwell Agreed Syllabus - UKS2 unit 11</p>	<p>What impact do people's beliefs have in their lives? (Spiritual Expression unit)</p> <p>Sandwell Agreed Syllabus - UKS2 unit 12</p>

- In EYFS, pupils study Christianity and encounter stories from different religions.
- In KS1, pupils study Christianity, Islam, Sikhism, Judaism and Humanism.
- In KS2, pupils study Christianity, Islam, Sikhism, Judaism, Humanism, Hinduism and Buddhism.

Assessment and Recording of RE

In EYFS and KS1, RE is recorded in a whole class 'Reflection Journal'. This journal documents the learning journey for each half termly unit through a variety of evidence, this may include: photographs from lessons, quotes from children during discussions, children's written responses or activities and more. In KS2, each pupil has an RE exercise book where their weekly lessons are evidenced.

In EYFS and Year 1, RE is assessed using teacher judgement. At the end of the academic year, children are identified as being either: working towards age-related expectations (WTS), working at age-related expectations (EXS) or working at greater depth (GDS).

In Year 2 to Year 6, RE is assessed through combining teacher judgement and entry/exit quiz data from each half termly unit. At the end of the academic year, children are identified as being either: working towards age-related expectations (WTS), working at age-related expectations (EXS) or working at greater depth (GDS).

Monitoring standards of teaching and learning in RE and how RE contributes to School Self Evaluation

The subject leader – Mrs Lauren Hyde - is responsible for monitoring and overseeing the teaching and learning of religious education in the school. The role includes:

- Ensuring personal subject knowledge and expertise are kept up to date by participating in CPD for RE and sharing good practice
- Providing and sourcing in-service training for staff as necessary
- Ensuring that staff are familiar with the syllabus and supporting resources such as Understanding Christianity
- Supporting and clarifying approaches to planning, delivery and assessment - being clear about the subject's intent, implementation and impact
- Acquiring and organising appropriate resources, managing a budget when necessary
- Monitoring the teaching and learning of RE through regular lesson observations, book looks, learning walks, analysis of data and pupil voice and be able to discuss impact and standards
- Contributing to the SIAMS self-evaluation process particularly around Strand 7

Responsibilities for RE within the school, (Head teachers and Governors)

As well as fulfilling their legal obligations, the governing board and head teacher should also make sure that:

- All pupils make progress in achieving the learning objectives of the RE curriculum
- The subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision is subject to regular and effective self-evaluation
- All those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- All teaching staff and governors understand the distinctive role and purpose of RE within church schools.
- The governing board monitors provision and achievement in RE effectively.

Right to Withdraw

It is hoped that in a Church of England School it will not be necessary for any pupils to be withdrawn from RE. However, we recognise that this may sometimes be necessary.

At Quinton Church Primary School, we wish to be an inclusive community but, recognise that parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history. Parents wishing to exercise their right to withdraw should contact the headteacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Quinton Church Primary School.