St Peter's Brafferton
C of E (VA) Primary School

Let your light shine!

"At St Peter's Brafferton, we are a nurturing community where every person can **flourish.** We aspire to be the best in all we do, promoting **lifelong learners** who are curious, compassionate, and courageous. We **value** every person and every opportunity to **'let our light shine'**.

> "Let your light shine before others, that they may see your good deeds and glorify your Father in heaven."
> — Matthew 5:16

Religious Education Policy

Religious education should enable every child to flourish and to 'let their light shine' (Matthew 5:16). It will help educate for dignity and respect encouraging all to live well together.

"The essential place of religious education (RE) in a Church school flows from our deep commitment to the flourishing of every child articulated in our Vision for Education."
(Religious Education Statement of Entitlement February 2026)

This policy has been adopted by the Governors in consultation with the Head teacher,RE subject leader and teaching staff. This policy is to be ratified at the next Full Governirng Body meeting in November 2026.

Introduction

At St Peter's Brafferton CE VA Primary School, pupils and their families can expect a high-quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views.

We teach according to the Diocese of York and Leeds RE syllabus.

As a church school, the teaching of Christianity is an important part of our RE curriculum. We use Understanding Christianity which is an enquiry approach, andthisengages with significant theological concepts and the pupil's own understanding of the world as part of their wider religious literacy. Links with ourschool 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 betweenthe beliefs, practices and value systems of the religion and world views studied.

Intent for RE / Aims and objectives

As stated in the Church of England Statement of Entitlement for Religious Education (Jan 2026),our school aims for all 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.

To gain knowledge and understanding of a range of religions andworldviews appreciating diversity,

continuity and change within thereligions 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 of living,believing and thinking.

Curriculum for Religious Education

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

This means that the RE curriculum:

Is intrinsic to the outworking of our distinctive Christian vision in enabling allpupils to flourish.

In addition, it 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.

Lessons provide meaningful and informed dialogue with a range of religions andworldviews.

Reflects a good balance between the disciplines of theology, philosophy andhuman science, to enable pupils to develop their religious literacy.

Enables pupils to acquire a rich, deep knowledge and understanding of Christianbelief and practice, including the ways in which it is unique and diverse, whilstengaging with biblical texts and theological ideas.

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.
supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to expressthoughts, feelings and personal beliefs.

encompasses the full range of abilities to ensure that all flourish academically,using a wide range of teaching and learning strategies which consider the task,outcome, resource, support and pupil grouping as appropriate to pupils' needs.

offers tasks that are age appropriate, challenging and sufficiently demanding tostimulate and engage all pupils, whilst extending the most able and providing support for those who need it.

ensures that all pupils' contributions are valued in RE as they draw on their ownexperiences and beliefs

Curriculum balance and time

Reflecting the school's trust deed, parents and pupils are entitled to expect that, in Church schools, Christianity should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives,however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

Time Allocation.

It is recommended that RE is taught for a minimum of 36 hours per year at Key StageOne, and 45 hours per year at Key Stage Two. (this reflects 5% see above).

The time allocated for teaching RE at St Peter's Brafferton CE VA Primary School is:

EYFS	36 hours a year (as part of continuousprovision)
KS1	36 hours a year (60 mins a week)
KS2	45 hours a year (75 mins a week)

Scheme of Learning
A detailed medium term plan of learning is available for teachers and other interested peoplealongside this policy.

It has been written in according to *the Diocese of York and Leeds RE syllabus.*

Key Stage	Diocesan Agreed Syllabus	St Peter's Brafferton CE VA Primary School
2 & 3 year olds	Non-statutory- follow guidance in syllabus	Introductions to religious ways of life
Reception	Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.	Christians and introductions to Hindu and Muslim people
KS1	Christianity and Muslims or Jewish people.	Christians, Muslims, Jewish, Hindus and Non-Religious people. *Sometimes these are taught through discrete units and sometimes in a thematic way*
KS2	Christians, Muslims, Hindus and Jewish people	Christians, Muslims, Hindus, Jewish and Non-Religious people. *Sometimes these are taught through discrete units and sometimes in a thematic way*

Teaching and learning

We recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way.

The curriculum provides fully for the needs of all pupils, engaging and challenging them through an exploration of core concepts and questions.

The curriculum provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews.

Pupils explore how these may change in different times, places and cultures.

Our RE curriculum introduces pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences.

The curriculum provides opportunities to engage in meaningful and informed dialogue withthose of all religions and worldviews.

RE lessons provide a safe space to explore their own religious, spiritual and/orphilosophical ways of seeing, living and thinking, believing and belonging.

Pupils experience opportunities to learn by:

- Posing and discussing 'big' and challenging questions

- Reading and critically analysing texts.
- Interpreting information from different sources.
- Researching information for themselves.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music anddrama.
- Experiencing visits and visitors.
- Taking part in outdoor learning.
- Taking time for reflection.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race,gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitiveand accurate way in order to encourage a positive attitude towards diversity.Questions, views, and opinions are treated with sensitivity and respect.

Teaching enables pupils to gain something of personal value from their study of religiousbelief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Cross-curricular links
Cross curricular work is encouraged, in line with whole school policy on teaching andlearning. Religious education supports the development of general educational abilities such as literacy, empathy and the ability to express thoughts, feelings andpersonal beliefs. RE also makes a major contribution to pupils' SMSC development. Itaddresses issues which arise in a range of subjects, such as English, art, drama and history, geography, computing, music as well as personal, social and emotional education and citizenship.

Visits and visitors
We are able to visit places of worship in our local area, representatives of religion and worldviews are willing to meet with pupils and be involved in the teaching of RE. Weaim to use this valuable resource for all classes. All pupils have the opportunity to visit a place of worship and participate in the visit of a representative to their RE class.Pupils will have the opportunity to make the following visits during their time at our school.

- EYFS Wider religion visitors into school
- Year 1/2 Visit a Church and Mosque
- Year 3/4/5/6 Visit a Church, Mosque and Quaker House and listen to a wide variety of religious speakers

The RE subject leader supports class teachers to organise these educational visits inline with the school educational visits policy.

Health and Safety
Health and safety issues may arise in religious education on a number of occasions forexample, when pupils:

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

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

Role of the RE subject leader
The subject leader will:

- Ensure that all pupils receive their legal entitlement of religious education.

- Ensure RE provision reflects the Church of England Statement of Entitlement.
- Produce and regularly review a subject policy to ensure that it remains up todate.
- Ensure all teachers know what should be taught in religious education, what resources are available, and what standards of attainment are expected at theend of each Key Stage.
- Monitor and review the implementation of policy and units of work.
- Monitor the quality and effectiveness of teaching and learning in RE and pupils'
- progress and standards.
- Ensure there are rigorous assessment systems in place to enable teachers andpupils to gauge progress and attainment in RE.
- Monitor, analyse and question RE assessments carried out by staff.
- Liaise with the HT and Governors to feedback on the monitoring and impact ofRE across the school.
- Support colleagues by sharing new ideas and pedagogy, to help develop their subject confidence and expertise through CPD opportunities and support sessions.
- Seek opportunities to share effective practice locally and regionally and engagein professional development for themselves and other staff members.
- Oversee the RE budget and monitor RE resources to ensure they are kept andstored respectfully and replaced where necessary.
- Ensure there is a school protocol, that covers safeguarding procedures and asuitability process, for when visitors are invited into RE lessons.

Matching Work to Pupils' Needs
Our whole school policy regarding pupils with special needs and differentiation, applies to RE. Teachers should be alert to the fact that some pupils have special and deep experience of a religion through family practice. This of course may not relate totheir general educational ability.

Assessment, Recording and Reporting
Assessment in religious education will:

Involve identifying suitable opportunities in medium term overviews and through set programmes such as Understanding Christianity.

Be directly related to the expectations of the *Diocese of York and Leeds RE syllabus.*

Seek to identify development in the different areas of learning in the subjectand not only in the acquisition of factual knowledge.

Recognise the disciplinary knowledge and skills which the subject seeks todevelop.
Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's markingpolicy.

Include pupil self-assessment.

Enable effective tracking of pupil progress to identify areas for development inpupil's knowledge and understanding, as well as whole school areas fordevelopment.

Enable effective reporting to parents.

Monitoring, Evaluation and Review
We intend that this policy should operate for the next 2 years, and then be fully reviewed by all staff and governors. To ensure that our RE policy is in practice, and tohelp teachers keep track of their own work and needs for support or training, all staffare asked to share a copy of the planning for RE with the subject leader each term.

The subject leader's role includes monitoring and evaluation of this policy in practice.We maintain a 'self-evaluation' of our RE work in preparation for any scrutiny.

Self-Evaluation
The subject leader for RE will assess and review the subject's strengths and areas fordevelopment. This will be in line with SIAMS and OFSTED guidance about self- evaluation and review.

Staff training and CPD
All staff have access to RE CPD in line with the subject leader's identified areas fordevelopment. This is either 'in house' or through diocesan support. The RE subjectleader also attends local network meetings.

Resources
We have a wide range of resources, to support our RE teaching, that we continue todevelop. Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; posters, and artefacts. We maintain an RE story shelf in the library, which offers many stories from different traditions. The school makes use of guidance material produced by the SACRE / Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.
Our staff are given protected time to familiarize themselves with any new materials. Aregular audit of resources takes place by the RE subject leader in order to update our collection.

Legal Requirements
Religious Education must be provided for all registered pupils in full time educationexcept those withdrawn at their parents' request (or their own request if aged 18 orover).

The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils inreception classes, but not those in nursery classes or play groups.

We note the right of parents to withdraw their children from RE. 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 importanceplaced on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. We aim to provide an open curriculum which canbe taught to all pupils, by all staff.

Teachers are asked to refer to the head teacher any questions from parents aboutwithdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision.

Requests for full or partial withdrawal from RE should be made in writing to the headteacher and a record kept of them.

Date of validation……...Signed…….…….
Chair of Governors

Date of review……..Signed……
Chair of Governors

Adopted and agreed by the Governing Body
Date of policy review: Sept 2026
Review Date: Sept 2028
Cycle: 2 yearly