



Religious Education Policy

September 2026

Member of staff responsible	Becky Elvins – Executive Headteacher
Governor responsible	Laura Clarke – Chair
Date next review due	September 2027



Love each other and know we are loved (John 13:34-35)

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 and diocesan level.

The school aims to serve its community by providing 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 to all pupils

Our Vision

We believe that it is really important all children and adults feel loved and supported as part of one family, through trusting relationships in a secure environment. At the heart of this vision is the understanding that God loves us and we seek to reflect this love through our actions as a school community and as individuals. Loving relationships between the children, our two schools and within our church community are the foundations of success. The mental health and well-being of everyone in our school takes place from these strong foundations and therefore ensures personal growth.

The Bible reminds us

John:13 34-35 - 'A new command I give you, love one another. As I have loved you, so you must love one another. By this everyone will know that you are my disciples, if you love one another'.

Mark 12: 31 - 'Love your neighbour as yourself.'

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

Proverbs 27:19 – 'As water reflects the face, so one's life reflects the heart'.

Our Christian Values

Our core values are Love, Forgiveness and Trust.

Love

1 Corinthians 16:14

'Show love in everything you do'

1. Loving Through Kindness

- **Helping Others:** Children offer help to classmates who are struggling, whether with schoolwork or feeling left out at playtime. We have a buddy bench which children can use if they are feeling lonely or have no-one to play with. Playground leaders ensure children are looked after and not left on their own.
- **Acts of Service:** Pupils take part in activities like collecting for Shrewsbury food bank, and have created a thank you board in the local church to encourage the community to show love and thank people through pictures and messages posted on the board.

2. Loving Through Forgiveness

- **Restorative Conversations:** When arguments happen, pupils are supported to forgive and rebuild friendships rather than holding grudges.
- **Second Chances:** Teachers model love by giving children fresh starts after mistakes, helping them learn and grow. The relationships between staff and pupils are carefully rebuilt if an incident has occurred where a teacher has been physically assaulted by a pupil. Steps are put in place for positive restoration of the relationship and forgiveness is at the heart of this.

3. Loving Through Respect

- **Celebrating Differences:** Children are taught to love and respect people of all backgrounds, abilities, and beliefs, seeing every person as made in God's image.
- **Listening Well:** Pupils show love by listening carefully to each other, taking turns, and using kind words. This is also linked to our behaviour policy of the three R's.

4. Loving Through Encouragement

- **Praise and Support:** Pupil's successes are recognised through verbal feedback and certificates linked to school values and our Christian Values. Part of our school newsletter is dedicated to showing children's and staff's successes outside of school.
- **Inclusive Play:** Children invite others into games and make sure no one is left out, this is also demonstrated with the use of our buddy bench and playground leaders.

Forgiveness

Ephesians 4:42

'Instead, be kind and merciful, and forgive others, just as God forgave you because of Christ.'

1. Encouraging Children to Say Sorry and Mean It

- Pupils are taught to **acknowledge their mistakes**, say sorry, and take responsibility for their actions.
- Teachers guide children through how to apologise properly—not just "I'm sorry," but also explaining what they're sorry for and how they'll try to do better.

2. Helping Others Let Go of Grudges

- Children are supported to **forgive classmates** who have upset them—whether that's someone who said something unkind or took something without asking.
- Staff model that **holding onto anger** or seeking revenge isn't helpful, and that everyone makes mistakes.

3. Creating a Culture of Second Chances

- Pupils are reminded that **everyone is learning**—and that includes behaviour. Children are given opportunities to try again, repair relationships, and feel restored.
- For example, if someone breaks a classroom rule, they might talk it through with a teacher, apologise.

Trust

Luke 16:10

'Anyone who can be trusted in little matters can also be trusted in important matters.'

1. Trust in God

- **Prayer and Reflection:** Children are encouraged to pray and reflect, especially in uncertain or difficult situations, showing trust in God's guidance and care. We have Spiritual Gardens where children are encouraged to spend time reflecting and being in a peaceful and special space where children can think quietly, reflect, and feel calm. It helps support their emotional well-being and encourages kindness, respect, and care for others. The garden also allows children to connect with nature, learn about the world around them, and appreciate its beauty. The spiritual garden helps children grow not just in knowledge, but in understanding, empathy, and a sense of peace.
- **Bible Stories:** Collective worship involves stories from the Bible such as *Daniel in the Lion's Den* or *David and Goliath*, showing how trust in God can bring courage and peace.

2. Trust Between Pupils and Staff

- **Safe Environment:** Children feel safe to speak honestly with teachers, knowing they will be listened to and treated with kindness and fairness.
- **Consistency:** Teachers model integrity, helping children learn what reliability and trustworthiness look like.

3. Trust Among Peers

- **Friendship and Honesty:** Children are encouraged to be truthful, keep confidences, and support each other. For example, being honest if someone gets hurt, rather than covering up the truth. Children are recognised in Friday Collective Worship with certificates presented by the Worship Committee for showing their trust in others.
- **Collaborative Work:** Pupils are encouraged to work in teams where they rely on each other to contribute, listen, and complete tasks fairly. This is linked to our three R's in our behaviour policy centred around Respect, Ready and Responsible.

4. Trust from the School Community

- **Parent Partnerships:** Parents trust the school to care for and nurture their children, while schools trust families to support learning at home. Teacher communication with parents is encouraged through class emails and face to face meetings after school.
- **Inclusive Policies:** The school shows trust in pupils by giving them responsibilities—we have a school buddy system, where older children are paired with younger ones. It gives our younger children a sense of safety, friendship, and confidence, while our older students develop responsibility, empathy, and leadership skills. This positive relationship boosts self-esteem for both age groups and encourages kindness, respect, and inclusion across the school. It also helps reduce loneliness and supports smoother transitions for younger pupils.
- We have a school council, worship committee, and lunchtime helpers which give children meaningful roles and helps them feel involved and valued in school life. These responsibilities encourage leadership, teamwork, and communication skills.

Introduction

Religious Education is central to the purpose of St Edward's because as a church school, we see that the Christian faith informs all aspects of our life, locally, nationally and through global contexts. We create learning opportunities in Religious Education that will inspire, enthuse and motivate children in their exploration of religions. Religious Education supports and strengthens our Christian vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance of the whole child, spiritually, morally, culturally and intellectually is reflected in our RE curriculum.

The Importance of Religious Education

RE develops pupils':

- knowledge and understanding of, and their ability to respond to, Christianity, different principal world religions, different religious traditions and world views;
- understanding and respect for different religions, beliefs, values and world views (including ethical life stances), through exploring issues within and between faiths; understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

RE encourages pupils to:

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;

- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths, beliefs and world views are different from their own.

RE enhances pupils':

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

RE offers opportunities for personal reflection and spiritual development. RE does not seek to urge religious beliefs on pupils nor compromise the integrity of their own beliefs by promoting one religion over another. RE is not the same as collective worship, which has its own place within school life.

Legal Framework

As a Voluntary Aided school the Religious Education at St Edward's CE Primary is required by law to be determined by the Foundation Governors' school's trust deed. The trust deed states that the Religious Education is in accordance with the doctrines, rites and practices of the Church of England. As a Church School, we aim to help children explore the spiritual dimensions of life and lay the foundations for understanding the Christian faith.

Aims in Religious Education

Religious Education helps to provide a unique contribution within a 'broad and balanced curriculum' to ensure our children are prepared well to live life in modern Britain. We aim for all our children to flourish and thrive as individuals, developing dignity and respect, encouraging all to live well together. The foundation of RE in St Edward's is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. Whilst this underpins our studies, we have "a deep respect for the integrity of other religious traditions and worldviews and the religious freedom of each person" (Deeply Christian, Serving the Common Good, 2016). With this in mind, our syllabus is based on the Herefordshire Agreed Syllabus for Religious Education (2025-2030) and is structured around key questions, the exploration of which encourages pupils to develop and use their skills of reflection, interpretation, analysis and application, as well as developing their knowledge and understanding of religion and worldviews. The syllabus asserts the importance and value of Religious Education for all pupils, with on-going benefits for an open, articulate and understanding society. It states that the principal aim of RE is:

"To explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living"

At St Edward's, we aim to enable all pupils to:

- make sense of a range of religious and non-religious beliefs
- reflect about their own beliefs
- reflect upon the experiences and mysteries of life and to recognise the significance of awe and wonder in religious belief
- understand the impact and significance of religious and non-religious beliefs
- explore how belief can be expressed in a variety of ways
- learn from religious and ethical teaching enabling reasoned and informed judgements on religious moral issues
- make connections between religious beliefs, concepts, practices and ideas
- recognise and respect the religious moral choices of others
- develop a respect and understanding of other religions, cultures and traditions
- be confident to challenge and be challenged through informed discussion
- develop a caring attitude to members of the school community and to the wider community

Using the Herefordshire Agreed Syllabus

The Governors, in consultation with the head teacher, have decided to adopt the Herefordshire Agreed Syllabus. This is designed to support schools in delivering excellence in RE. It responds to national calls for deepening pupils' knowledge about religions and for developing their "religious literacy". It does this by studying one religion at a time and then including thematic units which build on learning by comparing the religions, beliefs and practice studied. The teaching and learning approach has three core elements which set the context for exploration of religion and belief: Making Sense of Beliefs, Understanding the Impact and Making Connections.

The Curriculum

The Herefordshire Syllabus sets out an underlying teaching and learning approach where the three core elements are woven together to provide breath and balance within teaching and learning about religions and beliefs. These elements set the context for open exploration and offer a structure through which pupils can encounter diverse religious traditions alongside non-religious world views. These three elements form the basis of the End of Phase Outcomes and the progressive learning outcomes in each unit of study. Key questions are also based on the core elements in a spiral curriculum. We follow the key questions set out in the syllabus whilst also allowing for cross-curricular links when effectively appropriate. Understanding Christianity provides an effective foundation for the study of Christianity and we use its suggested pathways.

EYFS

The Agreed Syllabus for RE sets out experiences, opportunities and appropriate topics for children in the Foundation Stage which connect to the seven areas of learning. RE sits very firmly within the areas of Personal, Social and Emotional Development and Understanding the World. The framework enables children to develop a positive sense of themselves, others and how to form positive and respectful relationships. They will do this through a balance of guided, planned teaching and pursuing their own learning within the enabling

environment. They will begin to understand and value the differences of individuals and groups within their own immediate community. Children will have the opportunity to develop their emerging moral and cultural awareness. They will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.

Key Stage One and Two

The Agreed Syllabus requires that all pupils develop an understanding of Christianity in each Key Stage. In addition, across the age range, pupils will develop an understanding of the principal religions represented in the UK. The faiths taught at KS1 are Christianity, Islam and Judaism. At KS2 Christianity, Islam, Judaism and Hinduism. As an Aided church school, we provide an increased amount of time devoted to the teaching of Christianity.

Teaching and Learning

At St Edward's, RE is taught on a weekly basis, but occasional enrichment days to support Christian festivals such as harvest and Easter offer more teaching time. The allocation for Religious Education will be at least 5% of the curriculum time.

EYFS: 36 hours

KS1 36 hours

KS2 45 hours

The scheme of work for RE maintains a balance between the three core elements of Making Sense, Understanding the Impact and Making Connections. There are clear outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus. The scheme of work ensures that there is continuity and progression for pupils and opportunities for assessment. We employ a variety of teaching methods to ensure Religious Education is a lively, active subject. These include discussions, recording, drama, art, music, the use of artefacts, stories, visits and periods of stillness and reflection. We include activities that challenge pupils, promote independent enquiry, promote creative thinking, enable collaboration and enable opportunities for pupils to organise and reflect upon their own learning. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values and enable children to build on their own experiences. Where possible, we want our pupils to have opportunities to encounter local faith communities through visits to places of worship or visits from members of local faith communities.

Assessment and Monitoring

There are numerous ways in which our children demonstrate that our RE curriculum is effective, for example the quality of responses in their RE books, their verbal responses, photos, their reflections, their use of quality questions, the ability to make links/connections and through pupil voice.

Assessment is related to End of Phase Outcomes, which focus on knowledge, understanding and skills. Within each unit of work, learning outcomes are presented that relate to the End of Phase Outcomes. These unit learning outcomes are specifically related to the knowledge and skills required to address key questions and relate to the three elements of the teaching and learning approach-Making Sense of Beliefs, Understanding the Impact and Making Connections. The spiral nature of the curriculum means that pupils will encounter some of the same concepts in different questions at different stages. Exploring the same concepts again, from a different perspective and using different materials is essential to support pupils' ability to connect ideas and develop a coherent understanding of religion and belief, consolidating and embedding learning.

During Religious Education lessons, learning objectives are shared with the children and pupils are encouraged to develop skills to enable them to self-assess their own progress and to understand how to improve their work in RE. At the beginning of each lesson children complete a flashback question or activity in order to check on previous learning. Throughout the unit, teachers should be aware of how far pupils achieve the outcomes, so as to guide their next steps in teaching and learning. Each teacher is responsible for regular formative assessment, through questioning, observation and marking. Children have the opportunity to deepen their thinking through challenge questions. At the end of each unit of work the children complete a summative assessment to help inform planning in RE so that teachers can address gaps in learning. RE is assessed against the end of phase outcomes in order to make an overall judgement as to whether children are: working towards, at expected, at greater depth. Progress is tracked on Insight. Parents receive an annual report containing attainment and progress in Religious Education. The RE co-ordinator monitors RE through lesson observations and book/planning scrutiny, pupil discussions, learning walks. The member of the Local Academy Board with a special interest in Religious Education supports this work by meeting with the RE Co-ordinator and other staff, joining lessons and looking at books and planning.

The Right of Withdrawal from Religious Education

At St Edward's CE Primary School, we wish to be an inclusive community but recognise that parents have the legal right to withdraw their children from Religious Education. We would ask any parent considering this to contact the Executive Headteacher or RE Lead to discuss provision and practices of Religious Education.

Two-year rolling plan



St Edwards CE School RE Long Term Plan

Reception	Being Special: where do we belong?	Why is Christmas Special for Christians?	What times/stories are special and why?	Why is Easter Special for Christians?	Why is the word 'God' so important to Christians?	What places are special and why?
Year 1/ 2 Cycle A	1.2 CREATION: Who Made the World? Harvest	1.1 GOD: What do Christians believe God is Like?	1.7 Who is Jewish and how do they live? (PART 1)	1.4 What is the good news Jesus brings? Part 1	1.10 What does it mean to belong to a faith community?	1.9 How should we care for the world and for others, and why does it matter?
Year 1/ 2 Cycle B	1.6 Who is Muslim and how do they live? (PART 1)	1.3 Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? (PART 2)	1.5 Why does Easter matter to Christians?	1.7 Who is Jewish and how do they live? (PART 2)	1.8 What makes some places sacred to believers? (Mosque and Church)
Year 3/ 4 Cycle A 2024/ 2025	L2.7 What do Hindus believe God is like?	L2.3 What is the Trinity? Christmas	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? Easter	L2.6 When Jesus left what was the impact of Pentecost?	L2.12 How and why do religious and non-religious people try to make the world a better place?

Year 3/ 4 Cycle B 2025/2026	L2.1 What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 What is it like to follow God?	L2.4 What kind of world did Jesus want?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.11 Why do some people think that life is like a journey and what significant events mark this?
Year 5/6 Cycle A 2024/ 2025	U2.7 Why do Hindus want to be good?	U2.1 What does it mean if God is Holy and Loving?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.4 How do Christians decide how to live? What would Jesus do?	U2.10 What matters most to Humanists and Christians?	U2.12 How does Faith help people when life gets hard.
Year 5/6 Cycle B 2025/ 2026	U2.8 What does it mean to be a Muslim in Britain today?	U2.6 For Christians what kind of King is Jesus?	U2.2 Creation & Science – Conflict or Complimentary?	U2.5 What do Christians believe Jesus did to 'save' people? Also known as 'What difference does the resurrection make to Christians?'	U2.9 Why is the Torah so important to Jewish people?	U2:14 New optional unit Green religion? What do religious and non-religious worldviews teach about caring for the Earth?

End of Phase Outcomes

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
Element 1: Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	- identify core beliefs and concepts studied and give a simple description of what they mean - give examples of how stories show what people believe (e.g. the meaning behind a festival) - give clear, simple accounts of what stories and other texts mean to believers	- identify and describe the core beliefs and concepts studied - make clear links between texts/ sources of authority and the core concepts studied - offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	- identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions - describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts - give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	- give examples of how people use stories, texts and teachings to guide their beliefs and actions - give examples of ways in which believers put their beliefs into practice	- make simple links between stories, teachings and concepts studied and how people live, individually and in communities - describe how people show their beliefs in how they worship and in the way they live - identify some differences in how people put their beliefs into practice	- make clear connections between what people believe and how they live, individually and in communities - using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
Element 3: Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	- think, talk and ask questions about whether the ideas they have been studying, have something to say to them - give a good reason for the views they have and the connections they make	- make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly - raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live - give good reasons for the views they have and the connections they make	- make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) - reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently - consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make

RE in the Early Years Foundation Stage

Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

In line with the DfE's 2024 EYFS Profile schools are to plan RE which, through purposeful play and a mix of adult-led and child-initiated activity, provides these opportunities for pupils.

Prime area: Communication and Language.

RE enables children to:

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts
- Share their ideas via conversation, storytelling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about religious stories, non-fiction, rhymes, songs and poems.

Prime area: Personal, Social and Emotional

Development. *RE enables children to:*

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably

- Notice and respond to ideas about caring, sharing and kindness from RE content including stories, sayings and songs.

Prime area: Physical Development. *RE enables children to:*

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play

Specific area: Literacy. *RE enables children to:*

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognising religious words and discovering new vocabulary in relation to religion and worldviews
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

Specific area: Mathematics. *RE enables children to:*

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content
- Look for patterns and relationships and spot connections, sorting and ordering objects simply.

Specific area: Understanding the World.

RE enables children to:

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.

- Extend their knowledge and familiarity with words that support understanding of religion and belief
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Specific area: Expressive Arts and Design.

RE enables children to:

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.