



St George's Church of England Primary School

Religious Education Policy – Revised September 2025

"Out of his heart will flow rivers of living water" John 7:38

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

St George's is clear about its mission. We are here to bring learning to life for every member of our school community, just as water brings life to the world. We are here to prepare children for their journey through life as responsible respectful citizens of the future who are **ambitious, courageous and kind**. We are a school that is proud to be creative, caring, nurturing and challenging in equal measure. We aim to develop life-long learners who thrive in our care and bring life to the future of our world.

Our Christian Values

Our core values are kindness, courage and ambition. Like the flow of water in a river, they flow through our vision and in everything we do for our children to be the life giving future of our world. We learn about our values during worship, class time, playtime and with our friends, teachers and families.

Kindness - Water of Life

"Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you."

Ephesians 4:32

- Be kind to the world that God gave us.
- Be kind to yourself, look after your own physical and mental health.
- Be kind to each other.

Courage - The Strength of Water

"I can do all things through him who strengthens me."

Philippians 4:13

- Through God we have courage.
- Courage to stand up for what is right even when others around us may not.
- Courage in our own self-belief.
- Courage to take risks and accept a challenge.

Ambition - The Power of Water

"But seek first the kingdom of God and his righteousness, and all these things will be added to you"

Matthew 6:33

- Water is powerful it can overcome any obstacle. We have power through God to achieve our own goals and any obstacles that life sets in our way.
- We celebrate the gifts that God has given us and develop these talents to achieve our vocational, technical and academic ambitions.

Introduction

Religious Education is central to the purpose of St George'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, other principal world religions, other 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.

Aims in Religious Education

As a Church School, we aim to help children explore the spiritual dimensions of life and lay the foundations for understanding the Christian faith.

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 George'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 (2020-2025) 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 George'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 MAT adopted the 2020 Herefordshire Agreed Syllabus. This syllabus will be revised in 2025 so it can be implemented in 2026. The current 2020 syllabus 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 a church school, we provide an increased amount of time devoted to the teaching of Christianity.

Teaching and learning

At St George's, RE is generally 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, 50 minutes a week either in short sessions or implemented through continuous provision

KS1 36 hours, an hour a week

KS2 45 hours, an hour a week or a series of RE days/weeks amounting to 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 **SEE APPENDIX**. 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 intentions 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. 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 assessment, through questioning, observation and marking. RE will be 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. Parents receive an annual report containing attainment and progress in Religious Education. The Governor who has responsibility for Religious Education and the subject leader, will monitor RE in line with the School Development Plan, through lesson observation and book/planning scrutiny.

The Religious Education Self Evaluation document is completed by Foundation Governors, the Head teacher, staff and parents.

The right of Withdrawal from Religious Education

At St George's 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 Head teacher to discuss any concerns or anxieties about the policy, provision and practices of Religious Education.

End of Phase Outcomes

Teaching and learning approach	End of KS1 Pupils can...	End of lower KS2 Pupils can...	End of upper KS2 Pupils can
<p>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</p>	<p>Identify core beliefs and concepts studied and give a simple description of what they mean</p> <p>Give examples of how stories show what people believe</p> <p>Give clear, simple accounts of what stories and other texts mean to believers</p>	<p>Identify and describe the core beliefs and concepts studied</p> <p>Make clear links between texts/sources of authority and the core concepts studied</p> <p>Offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers</p>	<p>Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions</p> <p>Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts</p> <p>Give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority</p>
<p>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</p>	<p>Give examples of how people use stories, texts and teachings to guide their beliefs and actions</p> <p>Give examples of ways in which believers put their beliefs into practice</p>	<p>Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</p> <p>Describe how people show their beliefs in how they worship and in the way they live</p> <p>Identify some differences in how people put their beliefs into practice</p>	<p>Make clear connections between what people believe and how they live individually and in communities</p> <p>Using evidence and examples, show how and why people put their beliefs into practice in different ways</p>
<p>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</p>	<p>Think, talk and ask questions about whether the ideas they have been studying have something to say to them</p> <p>Give a good reason for the views they have and the connections they make</p>	<p>Make links between some beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p> <p>Give good reasons for the views they have and the connections they make</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently</p> <p>Consider and weigh up how ideas studied 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</p>

Unit Key Questions

Understanding Christianity

Reception	<p>F1 Why is the word <i>God</i> so important to Christians? Creation</p> <p>F2 Why is Christmas special for Christians? Incarnation</p> <p>F3 Why is Easter special for Christians? Salvation</p> <p>F4 Being special: where do we belong?</p> <p>F5 Which places are special and why?</p> <p>F6 Which stories are special and why?</p>
KS1	<p>1.1 What do Christians believe <i>God</i> is like? God</p> <p>1.2 Who do Christians say made the world? Creation</p> <p>1.3 Why does Christmas matter to Christians? Incarnation</p> <p>1.4 What is the Good News Christians believe Jesus brings? Gospel</p> <p>1.5 Why does Easter matter to Christians? Salvation</p> <p>1.6 Who is a Muslim and how do they live? (Double unit)</p> <p>1.7 Who is Jewish and how do they live? (Double unit)</p> <p>1.8 What makes some places sacred to believers? Christians and Muslims</p> <p>1.9 How should we care for others and for the world and why does it matter? Christians, Jews and non-religious worldviews</p> <p>1.10 What does it mean to belong to a faith community? Christians, Jews, Muslims and non-religious worldviews</p>
Lower KS2	<p>L2.1 What do Christians learn from the <i>Creation</i> story? Creation/Fall</p> <p>L2.2 What is it like for someone to follow <i>God</i>? People of God</p> <p>L2.3 What is the Trinity and why is it important for Christians? God/Incarnation</p> <p>L2.4 What kind of world did Jesus want? Gospel</p> <p>L2.5 Why do Christians call the day Jesus died <i>Good Friday</i>? Salvation</p> <p>L2.6 For Christians, what was the impact of Pentecost? Kingdom of God</p> <p>L2.7 What do Hindus believe <i>God</i> is like?</p> <p>L2.8 What does it mean to be Hindu in Britain today?</p> <p>L2.9 How do festivals and worship show what matters to Muslims?</p> <p>L2.10 How do festivals and family life show what matters to Jewish people?</p> <p>L2.11 How and why do people mark the significant events of life? Christians, Hindus, Muslims, non-religious</p> <p>L2.12 How and why do people try to make the world a better place? Christians, Muslims, non-religious</p>
Upper KS2	<p>U2.1 What does it mean if Christians believe <i>God</i> is holy and loving? God</p> <p>U2.2 Creation and science, conflicting or complementary? Creation/Fall</p> <p>U2.3 Why do Christians believe Jesus was the Messiah? Incarnation</p> <p>U2.4 How do Christians decide to live? What would Jesus do? Gospel</p> <p>U2.5 What do Christians believe Jesus did to save people? YR5 Salvation</p> <p>U2.6 For Christians, what kind of king is Jesus? Kingdom of God</p> <p>U2.7 Why do Hindus want to be good?</p> <p>U2.8 What does it mean to be a Muslim in Britain today?</p> <p>U2.9 Why is the Torah so important to Jewish people?</p> <p>U2.10 What matters most to Humanists, Christians? Christians and non-religious, with opportunities to include other faiths studied</p> <p>U2.11 What do some people believe in <i>God</i> and some people not? Christians, non-religious</p> <p>U2.12 How does faith help people when life gets hard? Christians, Muslims and/or Jews and/or Hindus, non-religious</p> <p>How can following <i>God</i> bring freedom and justice? People of God</p> <p>What difference does the resurrection make for Christians? YR 6 Salvation</p>

		Autumn	Spring	Summer
Cycle A	C 1	In the Forest Special times F2 Why is Christmas special for Christians? Diwali, Harvest, Remembrance Day, Advent, Christmas	Toys My special things F6 Which stories are special and why? Chinese New Year, Lent, Easter	Journeys The natural world F1 Why is the word God so important to Christians? Eid al-Fitr, Shavuot, Pentecost, St George's Day
	Class 2	Light & Dark Focused Religions-Christianity 1.1 What do Christians believe God is like? 1.2 1.3 Why does Christmas matter to Christians?	Inventors Focused Religions-Christianity and Islam Focused Religions-Christianity and Islam 1.2 Who do Christians say made the world? 1.6 Who is a Muslim and how do they live? (double unit)	Explorers Focused Religions-Christianity and Judaism 1.4 What is the 'good news' Christians believe Jesus brings? 1.7 Who is Jewish and how do they live? (double unit)
	Class 3	Invasion: (Romans) Focused Religions-Christianity and Islam L2.1 What do Christians learn from the Creation story? L2.4 What kind of world did Jesus want?	Wild Water Focused Religions-Christianity and Islam L2.9 How do festivals and worship show what matters to a Muslim? L2.5 Why do Christians call the day Jesus died 'Good Friday'?	Comparisons: Focused Religions-Christianity and Islam L2.10 How do festivals and family life show L2.11 How and why do people mark the significant events of life? (C, H, NR)
	Class 4	Invaders and Settlers: (Anglo-Saxons & Vikings) Focused Religions-Christianity and Hinduism U2.2 Creation and science: conflicting or complementary? U2.11 Why do some people believe in God and some people not?	Survival: (Natural Disasters) Focused Religions-Christianity and Hinduism U2.7 Why do Hindus want to be good? U2.5 What do Christians believe Jesus did to 'save' people?	Discovery (Mayans) Focused Religions-Christianity and Hinduism U2.6 For Christians, what kind of king is Jesus? U2.12 How does faith help people when life gets hard?

Long term plan

		Autumn	Spring	Summer
Cycle B	Class 1	<p>You and Me</p> <p>Myself F4 Being special: where do we belong? Diwali, Harvest, Remembrance Day, Advent, Christmas</p>	<p>Traditional Stories</p> <p>Special Stories</p> <p>F3: Why is Easter special for Christians?</p> <p>Chinese New Year, Lent, Easter</p>	<p>Out and about</p> <p>Special places F5 Which places are special and why? Eid al-Fitr, Shavuot, Pentecost, St George's Day</p>
	Class 2	<p>Ourselves</p> <p>1.9 Why should we care for others and for the world, and why does it matter? 1.6 Who is a Muslim and how do they live? (double unit)</p>	<p>Fire Fire</p> <p>1.5 Why does Easter matter to Christians? 1.8 What makes some places sacred to believers? (C,M)</p>	<p>Castles</p> <p>1.10 What does it mean to belong to a faith community? 1.7 Who is Jewish and how do they live? (double unit)</p>
	Class 3	<p>Grand Designers (Egyptians)</p> <p>Focused Religions- Christianity</p> <p>L2.2 What is it like for someone to follow God? L2.3 What is the 'Trinity' and why is it important for Christians?</p>	<p>Extreme Survival</p> <p>Focused Religions- Christianity and Hinduism</p> <p>L2.7 What do Hindus believe God is like? L2.8 What does it mean to be Hindu in Britain today?</p>	<p>Captivating Creators (Stone Age)</p> <p>Focused Religions-Christianity L2.6 For Christians, when Jesus left, what was the impact of Pentecost L2.12 How and why do people try to make the world a better place? (C, M/J, NR)</p>
	Class 4	<p>Britain at War: (WW2)</p> <p>Focused Religions- Christianity and Islam U2.1 What does it mean if Christians believe God is holy and loving? U2.8 What does it mean to be a Muslim in Britain today?</p>	<p>Going Places: (Geographical skills)</p> <p>Focused Religions- Christianity and Judaism U2.9 Why is the Torah so important to Jewish people? U2.3 Why do Christians believe Jesus was the Messiah?</p>	<p>Legacy: (Ancient Greeks)</p> <p>Focused Religions-Christianity and Humanists U2.4 Christians and how to live: 'What would Jesus do?' U2.10 What matters most to Humanists and Christians? (C, M/J, NR)</p>

Cycle C Class 3	<p>Victorians</p> <p>Focused Religions-Christianity and Islam L2.1 What do Christians learn from the Creation story? L2.4 What kind of world did Jesus want?</p>	<p>Map it out</p> <p>Focused Religions- Christianity and Islam L2.9 How do festivals and worship show what matters to a Muslim? L2.5 Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>Aztecs</p> <p>Focused Religions-Christianity and Islam L2.10 How do festivals and family life show L2.11 How and why do people mark the significant events of life? (C, H, NR)</p>
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