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Lichfield Diocesan Board of Education

THE CHURCH OF ENGLAND

Mid-Trent Multi Academy Trust

Religious Education Policy

September 2026

St Andrew's CE Primary School

Colwich CE Primary School

St Peter's CE Primary School

Document Control Information

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Version History				
Version	Date	Detail	Author	Key Changes
1.0	Sept 2014	Initial	J. Alexander	New Policy
2.0	16.02.2021	New	C. Pilkington	New Policy as a result of updated guidance and Church of England Statement of Entitlement.
2.1	07.03.2023	Routine Review	C. Pilkington	Routine Review – Changes in Appendix A to include change to teach Abrahamic and Dharmic Religions across KS1 and KS2.
2.2	12.03.2025	Routine Review	C. Pilkington	Routine Review – Changes in Appendix A to reflect current curriculum.
2.3	01.09.2026	Routine Review	C. Pilkington	Updated to reflect the new Church of England statement of Entitlement (2026) and vocabulary changes eg. 'world faiths' to 'religious and non-religious worldviews'.

Vision Statement

'Opening Doors with Learning, Faith and Care'

Through actively opening doors for everyone in our community, we remove barriers and support all to appreciate 'life in all its fullness' (John 10:10).

As a learning community, we nurture and grow each other as individuals, encouraging all to stretch themselves spiritually, morally, intellectually, emotionally, socially and physically in order to achieve more than they dreamed possible.

We understand that our adventures may be littered with challenges, but with friendship, perseverance and courage we know that 'we can do all things through Christ who strengthens us' (Philippians 4 v 13).

The provision of high-quality RE at St. Peter's CE Primary School supports our vision statement through ensuring that every child is enabled to grow and stretch themselves spiritually, morally, intellectually, emotionally and socially; as well as opening doors for all to understand the beliefs, practices and cultures of Christianity and other religious and non-religious world views, which in turn, removes barriers to experiencing 'life in all its fullness' (John 10:10).

Rationale for Religious Education within the Mid-Trent MAT

Religious Education (RE) plays an important role in defining the school's distinctive Christian character. The SIAMS schedule makes it clear that RE should reflect the school's Christian vision. The subject is regarded as a core subject within the school's curriculum. It has a vital role in developing religious literacy and deepening pupils understanding of Christianity, in all its forms, and fostering appreciation and understanding of other faith traditions. RE is a high-profile academic subject which is distinct from collective worship and is taught in an objective, critical and pluralistic manner. It is treated as an academic subject in its own right.

As the Church of England document, **'Making a difference? A review of Religious Education in Church of England schools 2014'** recommends that the RE curriculum in all schools should,

".....ensure it provides a more coherent, progressive and challenging approach to the teaching of Christianity within the context of the wider exploration of the diversity of religion and belief in the modern world"

".....explore ways of extending pupils' ability to think theologically and engage in theological enquiry as part of their learning in RE"

RE Statement of Entitlement

RE teaching at this school will be in line with the recommendations of the **National Society for Education's Religious Education Statement of Entitlement for Church of England Schools (January 2026)**, see link below:

https://www.nse.org.uk/curriculum-and-inclusion/religious-education

Christianity will, therefore, be the focus of at least 50% of RE curriculum time. The teaching of Christianity is core to the teaching of RE in this Church of England school. However, as a Church school we have a duty to foster an accurate and increasing understanding of world religions and worldviews. As a result, pupils will gain greater insight into the world in which they are growing up. They will also learn to appreciate the faith of others and develop a deeper understanding of their own ideas and beliefs. These outcomes must contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice and discrimination.

Our RE Curriculum

RE is taught as a core subject in all school's within the Mid-Trent MAT. It adheres to the legal requirement of the **Education Reform Act (1988),** which requires RE to be a statutory subject and an entitlement for all pupils and the recommendations within the Church of England's **Statement of Entitlement for Church of England Schools**. The school's base their RE provision on the Staffordshire Locally Agreed Syllabus for RE, supported by Lichfield Diocesan RE Guidelines, Understanding Christianity resources and other appropriate materials to enhance teaching and learning.

A minimum of 5% of curriculum time is dedicated each week to meeting explicitly planned RE objectives. In addition, the opportunity to explore RE across the curriculum is used when appropriate. Within this teaching allocation at least 50% of subject content will be allocated to an exploration of the Christian faith, and the concepts, beliefs, teachings and practices that lie at its heart.

Aims of our RE Curriculum at Mid-Trent MAT

Through Religious Education pupils will:

- engage meaningfully and critically with a multi-religious and multi-secular world;
- develop secure knowledge and understanding of Christianity as a diverse global living faith;
- develop understanding of a range of religious and non-religious worldviews;
- explore questions of meaning, purpose and truth;
- develop religious literacy through theology, philosophy and the human and social sciences;
- explore and articulate their own developing personal worldview;
- engage respectfully with the views of others.

A Mid-Trent MAT Theologian

Through the curriculum we offer at all Mid-Trent MAT schools we develop our learners as Mid-Trent MAT Theologian's.

A Mid-Trent MAT Theologian is open-minded, they are well informed as a result of experiencing a balanced and inclusive curriculum which promotes a deep understanding of the beliefs, values, practices and ways of life across a range of UK religions.

A Mid-Trent MAT Theologian rejoices in learning about Christianity as a living world-faith, alongside the religious beliefs of those around them. They understand and celebrate the rich diversity and cultures of our world. They make connections and seek to promote a sense of togetherness which values the beliefs of all people, they encourage community and are a friend to all.

A Mid-Trent MAT Theologian asks life's big questions and have a genuine thirst for understanding and in turn take time to personally and critically reflect upon their own religious, spiritual and philosophical convictions and faith. They appreciate and value the beliefs and opinions of others; they disagree well, affording dignity and respect to all. They build the foundation for positive participation in God's community for life.

A Mid-Trent MAT Theologian understands that people make sense of the world through a wide variety of religious and non-religious worldviews. They are equipped to think critically, ask challenging questions, evaluate different perspectives and engage respectfully in meaningful dialogue with others.

Outcomes of our RE Curriculum at Mid-Trent MAT

By the end of their time in our schools, pupils should be able to:

- Compare and contrast the key beliefs and practices of the religions studied and show how they are connected to believers' lives.
- Describe different aspects of belonging to a religion – symbol, story, festival, belief, faith in action, ritual, worship.
- Interpret and appreciate religious imagery and expression.
- Express religious' beliefs and ideas with the appropriate language, vocabulary and terminology and describe what they mean.
- Ask questions sensitively about the lives of believers and suggest appropriate answers.
- Reflect on the decisions people make, including believers, and suggest possible outcomes.
- Compare their own experience and identity with others, including believers.
- Reflect and empathise with the big questions of life, suggesting some answers or insights.
- Be confident to explore their own spirituality and search for truth.
- Value each person's religious journey of faith.
- Articulate and reflect upon their own developing religious, spiritual and philosophical worldview.
- Respectfully engage in dialogue with those whose beliefs and worldviews differ from their own.

RE Curriculum Design and Delivery

Within each school, unique nuances exist which ensure that the delivery of the Mid-Trent MAT's collective intent for RE is designed to reflect the cultural and logistical requirements of each individual school. As a MAT, we recognise that everyone's journey to our end point may differ, but that the destination remains the same.

Appendix A outlines the current design and delivery of RE at St. Peters CE Primary School.
Appendix B outlines the current long term plan for RE at St. Peter's CE Primary School.

Learning is planned using a range of disciplinary approaches including theology, philosophy and the human and social sciences. This enables pupils to develop increasingly sophisticated religious literacy and understand religion from multiple perspectives.

Teachers create safe, respectful and inclusive classrooms in which pupils are encouraged to ask questions, explore ideas and respectfully disagree whilst affording dignity and respect to all.

RE Across the Curriculum

The subject contributes to other areas of education and human experience and plays an important part of the wider programme of spiritual, moral, social and cultural (SMSC) development in the following ways:

Spiritual	Widening pupils' vision of themselves and their own experience, within the context of a growing awareness and understanding of God.
Moral	Helping each pupil develop their own informed values.
Social	Helping pupils understand some major forces shaping the values of our society.
Cultural	Aiding pupils in exploring aspects of their own cultural heritage, and developing positive attitudes towards diversity.

Additionally, links are also found across the curriculum in PSHE, RSE, English and British Values. As a MAT we also recognise the positive contribution learning in RE has on enhancing creativity and enjoyment and ensuring the well-being of all pupils.

Leadership and Management of RE

RE is given equal status with other core subjects in staffing, responsibility and resourcing; as such, an RE curriculum leader is identified within each school.

The RE Curriculum leader is responsible for:

- Producing a scheme of work for the school which meets the MAT's curriculum aims and outcomes;
- Supporting colleagues in the detailed planning and delivery of high-quality RE provision;
- Ensuring Religious Education has status within the school;
- Ensuring that the school's RE provision continues to meet the National Society Statement of Entitlement and the expectations of SIAMS Inspection Questions 6 and 7;
- Keeping in touch with subject developments and disseminating information as appropriate;
- Auditing and recording current resources, supplementing resource provision when money is available and disseminating this information to staff;
- Undertaking personal development and subject training and ensuring provision for staff INSET which builds staff expertise in teaching and assessing RE;
- Monitoring RE provision, practice and outcomes;
- Ensuring rigorous systems of assessment are in place and are in line with the Local Agreed Syllabus;
- Creating an RE Development Plan, where appropriate, and ensuring its regular review;
- The standards of RE teaching and learning in the school, ensuring these are equal or better than comparable subjects;
- Fostering opportunities for teachers to share effective practice locally and regionally;
- Meeting with member of the Diocesan RE advisory team when possible.

Right to withdrawal

At Mid-Trent MAT we are an inclusive community, but we recognise that parents have the legal right to withdraw their children from religious education or collective worship on the grounds of conscience, without giving a reason. Parents wishing to exercise this right are asked to write to the Headteacher who will then invite the parents into school to discuss their concerns, clarify the nature of the RE and worship provided by the school and set out the options open to the parents as set out in education law. 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. Where a pupil is withdrawn from RE and do not take part in alternative religious education they will be supervised by an appropriate member of staff whilst doing work set by their parents which will seek to further their knowledge and understanding of their parent's beliefs and values.

Policy Review

This policy was written by Mrs Charlotte Pilkington (Headteacher) on behalf of the Mid-Trent MAT and is based on the RE policy guidance provided by Lichfield Diocese Board of Education.

This policy will be reviewed every 2 years. It is next due for review in **September 2028.**

Appendix A: RE Curriculum Design and Delivery at St. Peter's CE Primary School

RE Curriculum Leads: Mrs Charlotte Pilkington

Curriculum Coverage:
At St. Peter's, Christianity is the main faith studied, alongside Islam (Abrahamic) and Hinduism (Dharmic), which are studied as they are deemed most reflective of our locality and wider community.
In KS1 and KS2 learners explore Christianity alongside Islam and Hinduism as our selected other religious and non-religious world views.

Curriculum Time:
RE is timetabled each week as a discrete subject, for approx. 1hr – 1hr 30mins, this equates to 7% of the taught curriculum time each week. In addition RE themes feature as part of termly drop-down days throughout the school year to afford additional time to exploring key themes and ideas in greater depth. Including these theme days, curriculum time for RE is approx. 9%.

Curriculum Delivery:
RE is delivered by teachers and HLTAs each week. All are highly trained in the specific pedagogical approaches deemed most effective teaching RE. Units of work are completed in 6 week blocks to give pupils sufficient time to explore themes and faiths in depth. Appendix B gives an overview of each unit taught within a rolling programme.

Adaptive Teaching:
Teaching and learning within RE is inclusive. As a school we remove barriers to attainment through designing opportunities for learners to demonstrate their knowledge and skills in a variety of ways, including verbally, through discussion and observation. We do not believe a child's ability to read/write should limit their attainment in RE.

Professional Development and Best-Practice Sharing:
The school invests in a CDA from Lichfield Diocese Board of Education who regularly leads training for all staff on the latest developments in Religious Education. The RE Curriculum lead attends termly network meetings. Staff have recently engaged in subject knowledge training around the three religious beliefs taught across the school.
RE teachers and RE curriculum leads meet regularly as a MAT to share good practice and support each other in continually developing RE within the MAT schools.

Assessment:
Pupils' attainment in RE is assessed regularly, as a core subject. Formative assessment is used to inform the teaching in-lesson and between lessons to ensure that the most is made of every learning opportunity, to ensure that misconceptions are addressed and pupils' develop a depth of understanding which allows them to express, reflect and ask questions thoughtfully, affording dignity and respect to all.
Pupils' attainment is assessed summatively at the end of each year against the age-related expectations for RE.

Monitoring and Evaluation:
RE books and teaching are regularly monitored by the leadership team in order to continually improve the effectiveness of provision. Monitoring includes lesson observations, book scrutiny and pupil conferences.
Action points for continual improvement are identified and followed up by the RE curriculum lead and/or the Headteacher.

Recording/ tracking progress:
Attainment against the age related expectations is reviewed half-termly to ensure all learners are making good progress in RE. Learners identified as off-track are supported to quickly catch-up on gaps in knowledge and skills. Parents/carers are informed of pupils attainment and progress in RE annually.

Appendix B: RE Term Plan at St. Peter's

RE Curriculum Statement: https://www.st-peters-hixon.staffs.sch.uk/wp-content/uploads/2022/03/RE-Curriuclum-Statement-v2.pdf
RE Long Term Plan: https://www.st-peters-hixon.staffs.sch.uk/wp-content/uploads/2023/03/RE-Learning-Adventure-2022.pdf
RE Skills Progression: https://www.st-peters-hixon.staffs.sch.uk/wp-content/uploads/2022/03/RE-Key-Progression.pdf
RE Knowledge Progression: Under Construction
RE Vocabulary Progression: Under Construction