



St. Michael's CE Primary School



Our five core Christian values

Trust, Honesty, Compassion, Respect and Kindness

are centred on **'Do to others as you would like them to do to you.'(Luke 6:13)**

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.

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RE Policy

'Do to others as you would have them do to you'

Aims and purpose of Religious Education

At St Michael's CE Primary School, our vision, "*Do to others as you would have them do to you*", and our core values of kindness, respect, compassion, trust and honesty shape everything we do, including Religious Education (RE).

In a world of diverse beliefs and shifting values, children need accurate knowledge and a safe, respectful environment in which they can explore ideas, form their own values, and develop skills to navigate life's questions, joys and challenges.

Religious Education provides opportunities for our pupils to:

- Know and understand Christianity as a living faith that influences the lives of people worldwide and has most shaped British culture and heritage
- Know and understand other major world religions and non-religious worldviews, recognising their beliefs, practices and impact on society and culture
- Develop respect for religious traditions, beliefs and practices, appreciating diversity within and between faiths
- Reflect on and explore their own beliefs and values, contributing to their spiritual, moral and cultural development
- Build identity and belonging, understanding how beliefs and values shape communities and relationships
- Become religiously literate, able to express knowledge, questions, ideas and insights clearly and respectfully
- Experience awe and wonder, engaging with big questions about meaning, purpose and truth.

Context of our School

As a Church of England school within our Academy Trust, we uphold a Christian ethos while providing every child with the opportunity to achieve more than they ever thought possible. Our vision, *“Do to others as you would have them do to you”*, is lived out through our core values of kindness, respect, compassion, trust and honesty, which underpin our curriculum and daily life.

We are inclusive, welcoming children of all backgrounds and abilities, and we value the rich diversity of our community. We recognise the variety of religious and non-religious backgrounds among our pupils and ensure that RE is taught in a way that is open, balanced and non-proselytising. RE does not seek to impose beliefs but encourages understanding, dialogue and tolerance.

Legal requirements

Our RE curriculum is determined by the school’s standards and ethos committee in line with our Trust Deed and in consultation with the Diocese of Salisbury Board of Education.

We follow the Dorset Locally Agreed Syllabus, enriched by additional teaching on Christianity through the Understanding Christianity resource.

RE is inspected under Section 48 of the Education Act (SIAMS) for schools with a religious character.

RE forms 5–10% of curriculum time each week. Christianity accounts for 50% of the curriculum, with the remaining 50% covering other world religions and worldviews.

Teaching and learning styles

RE at St Michael’s is enquiry-based and interactive. Wherever possible, pupils are actively engaged in:

- Observing and handling religious artefacts, images and texts
- Studying sacred stories and exploring their meaning
- Visiting places of worship in a planned, purposeful way
- Meeting and talking to believers from different faiths in a safe, structured context
- Learning goes beyond factual knowledge. Pupils are encouraged to analyse, interpret and evaluate ideas, developing empathy and imagination to understand the world through others’ eyes

Across EYFS, Key Stage 1 and Key Stage 2, pupils will:

- Know and understand a range of religions and worldviews
- Express ideas and insights about the nature, significance and impact of these beliefs
- Gain and apply skills to engage seriously with questions of meaning and value
- Our curriculum includes Christianity, Hinduism, Islam, Judaism and Humanism, exploring how these traditions influence individuals, communities and the wider world.

Values and attitudes

Our vision and values permeate every aspect of RE. Through this subject, pupils learn to live out kindness, respect, compassion, trust and honesty in their thinking and relationships. Every child is valued as made in the image of God and encouraged to be the best they can be.

Children are given opportunities to:

- Work collaboratively and respectfully, listening to others’ ideas
- Reflect on their own experiences and those of others
- Develop respect for evidence and evaluate ideas critically
- Frame and explore puzzling questions
- Consider moral and religious issues thoughtfully
- Express personal values and feelings through discussion and creative media
- Experience stillness and reflection
- Respond appropriately to what is special, important or sacred to themselves and others.

Expectations

Our vision and values shape what we expect pupils to achieve in Religious Education. By the end of each key stage, pupils will have developed knowledge, understanding and skills that enable them to live out our Christian vision—*“Do to others as you would have them do to you”*—and demonstrate **kindness, respect, compassion, trust and honesty** in their learning and relationships.

By the end of the Foundation Stage, most children will have had opportunities to:

- Find out and learn about the world they live in, showing curiosity and respect for others
- Learn about the beliefs and cultures of others, developing kindness and understanding
- Share in the celebration of different festivals, appreciating diversity and community
- Hear stories from a variety of cultural and religious traditions, reflecting on themes of trust and honesty.

By the end of Key Stage 1, most children will be able to:

- Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and begin to understand their meanings
- Retell and suggest meanings to some religious and moral stories, exploring sacred writings and sources of wisdom and recognising the traditions they come from
- Recognise symbols and actions which express a community’s way of life, appreciating similarities between communities
- Ask and respond to questions about what individuals and communities do, and why, so they can identify what difference belonging makes
- Observe and recount different ways of expressing identity and belonging, responding sensitively and respectfully
- Notice and respond to similarities between different religions and worldviews
- Explore questions about belonging, meaning and truth, expressing their own ideas through words, music, art or poetry
- Find out about and respond to examples of co-operation between people who are different, linking to our value of compassion
- Begin to express ideas about right and wrong, fairness and justice, showing honesty and respect in discussion.

By the end of Key Stage 2, most children will be able to:

- Describe and make connections between different features of the religions and worldviews they study, including celebrations, worship, pilgrimages and life rituals, reflecting on their significance
- Describe and understand links between stories and other aspects of the communities they investigate, responding thoughtfully to sources of wisdom and teachings
- Explore and describe a range of beliefs, symbols and actions to understand different ways of life and meaning
- Observe and understand varied examples of religions and worldviews, explaining their significance to individuals and communities
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging may be valuable in diverse communities and in their own lives
- Explore similarities and differences within and between religions and worldviews, responding with respect and honesty
- Discuss and present thoughtfully their own and others’ views on questions about belonging, meaning, purpose and truth, applying ideas through reasoning, music, art and poetry
- Consider and apply ideas about how diverse communities can live together for the well-being of all, linking to our vision and values
- Discuss and apply ideas about ethical questions, including what is right and wrong, just and fair, and express their own ideas clearly and respectfully.

Assessment and Reporting

Formative Assessment:

Ongoing within and after RE lessons, forming part of marking and feedback. Teachers use questioning, observation and discussion to assess understanding and progress, adapting teaching to reinforce or extend learning.

Summative Assessment:

At the end of each unit, pupils demonstrate what they have learned through written work, creative tasks, discussion or other evidence. Assessments summarise attainment against learning aims and national standards and inform tracking and reporting to parents and governors.

Monitoring and Evaluation

Governors and school leaders monitor the effectiveness of RE and how it reflects our Christian vision and values. Key questions include:

How well does RE help pupils understand Christianity as a living faith and its impact on British culture and global communities?

How well does RE enable pupils to know about and understand major world religions and worldviews and their influence on society?

How well does RE provide a safe space for pupils to reflect on their own beliefs and values?

How well do pupils make progress in RE through a rich and engaging curriculum?