



Religious Education Policy

With God's love, we grow and flourish together

Ratified:	May 2026
Chair of Governors:	Father Barrie Scott

Executive Summary

What is the intent of your RE curriculum?

This policy has been developed taking into account the Religious Education Statement of Entitlement 2026. At our school, Religious Education aims to develop thoughtful, respectful and loving citizens who are well equipped to live in a diverse and multi-faith society. Through high-quality RE, pupils are encouraged to explore big questions about life, belief, spirituality, meaning and morality, and to understand how religious and non-religious worldviews shape people's lives and communities.

Our RE curriculum is rooted in Understanding Christianity alongside the Coventry and Warwickshire Agreed Syllabus, ensuring depth, progression and balance across Christianity and a variety of other worldviews including non-faith. Christianity is taught as a living, global faith, explored through revisiting the Christian big story using the Big Frieze, which helps pupils see how biblical concepts connect and deepen over time.

We follow a spiralling curriculum, where key concepts, ideas and questions are returned to and developed at increasing levels of depth as pupils move through the school. Alongside Christianity, pupils learn about a range of religious and non-religious worldviews, building understanding, empathy and respect for others. Through this approach, we aim for pupils to become open-minded, reflective and respectful citizens, able to engage confidently and thoughtfully with beliefs that may differ from their own.

How have you sequenced the curriculum to ensure progression in RE knowledge and skills across year groups?

The RE curriculum is sequenced to ensure clear progression in knowledge and skills using a spiral approach. Key Christian concepts (e.g. Creation, Incarnation, Gospel) are revisited across phases through Understanding Christianity, allowing pupils to build on prior learning and develop deeper understanding over time. Progression in disciplinary skills is mapped using the Understanding Christianity and Coventry and Warwickshire Locally Agreed Syllabus skills grids, ensuring increasing expectations in theological understanding, interpretation, reflection and evaluation as pupils move through the school.

Implementation

How do you ensure consistency in teaching approaches across the department or school?

RE is taught through carefully planned, engaging and inclusive lessons using the structures and resources provided by Understanding Christianity and the Coventry and Warwickshire syllabus. Lessons are designed to be vibrant and purposeful, ensuring all pupils can access learning while being appropriately challenged.

To support long-term learning and interrupt forgetting, each lesson begins with three key recap questions. See section 7 on assessment.

Teaching is enriched through a 'wheel of activities', ensuring that learning remains dynamic, well-rounded and enjoyable. Activities include:

- Interpreting religious and symbolic art
- Analysing religious texts and stories
- Responding through discussion, drama, writing and reflection
- Exploring artefacts and multimedia sources

This variety ensures lessons are inclusive, engaging and accessible, supporting different learning styles and encouraging deeper thinking and adapted for all learners to access.

Pupils record their learning in individual RE books, evidencing written responses, reflections and outcomes. In addition, class portfolios capture group work, discussion outcomes, creative pieces and evidence of rich learning experiences.

Assessment is informed through Fisher Family Trust Assessment (FFT), allowing teachers and leaders to assess attainment, analyse progress and identify patterns or gaps. This data, alongside teacher assessment, supports informed planning and ensures pupils are well supported.

To enrich learning and develop cultural capital, pupils:

- Welcome visitors from different worldviews (faith and non-faith) to share authentic, lived experiences
- Visit places of worship, providing meaningful, first-hand encounters with faith communities

These experiences help pupils connect classroom learning to the real world and deepen understanding in authentic ways and **ensures pupils develop a broad, balanced and real-world understanding of belief and enables them to engage with a diverse society with respect, empathy and openness.**

Impact

How do you assess the impact of your RE curriculum on pupil learning and progress?

- Demonstrate respect and understanding for a range of beliefs and worldviews
- Can talk knowledgeably about Christianity as a global faith and its place within the Christian big story
- Ask thoughtful questions and reflect critically on belief, meaning and values
- Show empathy, curiosity and openness towards others

Monitoring of RE is systematic and purposeful. This includes:

- Regular learning walks and book looks to review teaching quality, coverage and progression
- Pupil voice activities to gather insight into learners' experiences, understanding and enjoyment
- Assessment analysis through FFT, identifying strengths and areas for development

Findings from monitoring are used to adapt lessons, refine planning and adjust teaching approaches, ensuring continuous improvement and strong outcomes for all pupils.

As a result of our approach, pupils leave our school with a secure foundation in Religious Education, enriched cultural experiences, and the personal qualities needed to flourish as kind, respectful and reflective members of society.

How do you identify and address gaps in pupils' RE understanding?

Ongoing assessment is embedded through in-the-moment formative strategies (ITFS) and teacher assessment within every lesson. Learning intentions are routinely assessed to inform next steps in learning.

Religious Education (RE) Policy

Coleshill Church of England Primary School

Our Theologically Rooted Christian Vision

With God's love. we grow and flourish together

We are a vibrant, connected and inclusive school. Rooted in God's love, creativity and nature inspire learning. We nurture joy and perseverance so that everyone flourishes as unique individuals.

Love shapes the way we live and learn together. We know we are loved. We know we belong. With compassion, confidence and hope, we grow thoughtful, responsible citizens who are ready to make a difference in our world.

'Above all, clothe yourselves with love, which binds us all together in perfect harmony.'
Colossians 3:14

Our Core Christian Values



A selfless and unconditional commitment to action resulting in service and compassion towards others.



Confidence in the future informed by the power of love and the purposes of God, helping to build trust, community, safety, and connection.



A sense of being accepted, loved, and included by God and others; knowing you are part of God's family that cares for one another.

Religious Education is central to this vision. It enables children to explore meaning, purpose and belief, developing joy, resilience, confidence and hope. Through RE, pupils are prepared to become thoughtful, responsible citizens who can contribute positively to society.

In line with the Church of England vision for education "Deeply Christian, serving the common good", RE contributes to the flourishing of every child academically, spiritually and socially.



Our vibrant curriculum is rooted, connected and inclusive.



Vibrant



Rooted



Connected



Inclusive

Our curriculum is shaped by our Christian vision, values and our commitment to continuous development. We aspire to provide every child with rich, creative experiences that inspire curiosity and joy; to nurture character and wellbeing; to connect learning meaningfully across subjects and our community contexts; and to ensure every child feels seen, loved and able to flourish. Our curriculum is designed to prepare children with the wisdom they need to thrive as responsible, hopeful citizens in our diverse and changing world.

2. The Purpose of Religious Education

RE is a high-profile academic subject which is:

- Theologically rooted in our Christian foundation
- Academic, rigorous and reflective
- Inclusive, objective and pluralistic

Through RE, pupils are enabled to:

- Develop a secure understanding of Christianity as a diverse global living faith
- Gain knowledge of a range of religious and non-religious worldviews
- Grapple with questions of meaning and purpose
- Develop strong religious literacy and understanding through the disciplines of theology, philosophy and human/social sciences
- Explore and articulate their own developing worldview

This reflects our vision of nurturing curious, confident and hopeful learners who flourish in God's love.

3. Our Theologically Rooted Approach to Religious Education

Our approach to RE is shaped by three key theological themes:



Love

We believe God is love, and this underpins all relationships.

- RE is a safe space for respectful dialogue
- Pupils learn to engage with compassion and empathy
- Difference is valued and celebrated



Creation

We believe all are made in the image of God.

- RE is inclusive and ambitious for all
- Diversity is celebrated
- Curiosity, awe and wonder are encouraged



Reconciliation

We believe in the restoration of relationships.

- Pupils engage in honest, respectful discussion
- Differences are explored through dialogue
- Classrooms model forgiveness, reflection and growth

These principles ensure RE reflects our values of love, hope and belonging.

4. Curriculum Entitlement

In line with the Church of England Statement of Entitlement (2026):

- RE is a high-priority subject for all pupils
- A sequenced and balanced curriculum is provided
- Christianity is the main focus (minimum 50%)
- A range of religious and non-religious worldviews are studied
- Curriculum time is in line with Church of England expectations (typically close to 10%, and no less than 5%).

Pupils study:

- Christianity
- Islam
- Judaism
- Sikhism
- Buddhism
- Humanism and non-religious worldviews, including people of no faith

We use Understanding Christianity syllabus for 50% of our RE curriculum, and then locally agreed Coventry and Warwickshire for the other 50%.

5. Teaching and Learning

Teaching in RE reflects both our vision and entitlement expectations.

Pupils experience:

- Enquiry-based and curiosity-led learning
- Engagement with biblical and other key texts
- Multiple disciplines: theology, philosophy, human sciences
- Opportunities for analysis, discussion, interpretation, reflection and evaluation
- Safe spaces to express personal views

Teachers:

- Deliver accurate, balanced and challenging teaching
- Address misconceptions
- Adapt learning to enable all pupils to flourish

Each year, we have focused days on Understanding Christianity as a whole school. These allow us to dig deeper into areas of the RE curriculum. Additionally, at the beginning of each academic year, we review the meaning of what a worldview is, and allow children to think about their own worldview. This is to help promote acceptance, tolerance and respect of other's opinions and beliefs, and reminds children that everyone has a worldview that is influenced by many factors. To avoid stereotyping or generalisations, staff use phrases such as 'many Christians' or 'some Sikhs' to ensure that children are not given one view of a religion. This reflects our vision where we all belong.

6. Inclusion and Equality

We believe all are created in God's image and therefore:

- RE is fully inclusive and accessible to all
- All pupils are supported to achieve highly regardless of need or disadvantage
- Teaching promotes dignity, belonging and equality

We use the 9 adaptations of learning (see appendix 1: Nine Adaptations) to support pupils with SEND, ensuring that learning is carefully scaffolded so all pupils can successfully access and engage with RE.

We also use a Wheel of Activities to ensure lessons are:

- Vibrant and engaging
- Inclusive of different learning styles
- Rich in opportunities for discussion, creativity and reflection

(See Appendix 2: RE Wheel of Activities)

Through these approaches, RE is a place where all pupils feel valued, supported and able to flourish.

7. Assessment

Assessment in RE reflects our commitment to high standards and deep learning.

We use Fisher Family Trust (FFT) to record and track attainment following each unit. Pupils are assessed as:

- Working Towards
- Expected
- Greater Depth

These judgements are based on teachers' ongoing knowledge of pupils' learning throughout the unit and are used to inform future planning.

To support long-term learning and interrupt forgetting, each lesson begins with three recap questions. These:

- Revisit prior learning
- Strengthen memory and understanding
- Support connections across learning

They include:

- One question from the previous lesson
- One from the previous unit
- One from the previous year

Teachers adapt these based on formative assessment, ensuring gaps are addressed and learning is secure. Assessment supports pupils in developing confidence, understanding and religious literacy over time.

8. Leadership and Monitoring

The Headteacher has overall responsibility for RE. The subject leader oversees planning, delivery and monitoring. Governors, including the RE link governor, monitor RE as part of their responsibility for the school's Christian distinctiveness.

Leaders ensure that:

- RE remains a high-status subject
- Staff receive ongoing CPD and support
- Curriculum reflects both the Statement of Entitlement and school vision

Monitoring is robust and regular, including:

- Learning walks by leaders and governors
- Pupil voice
- Book trawls

The subject leader:

- Engages in ongoing CPD
- Works with diocesan and trust networks
- Cascades training regularly to staff

This includes support and induction for new staff, ensuring consistency and high-quality teaching. Through strong leadership, RE reflects our vision of flourishing together in God's love.

If parents, wish to withdraw their children from RE, they should make an appointment with the headteacher. It is the school's responsibility to make provision for any children who are not engaging in RE. See Appendix 4 for the SACRE Guidance on Withdrawal from RE.

Ultimately, RE enables pupils to:

Flourish in love, grow in hope and live with a strong sense of belonging.

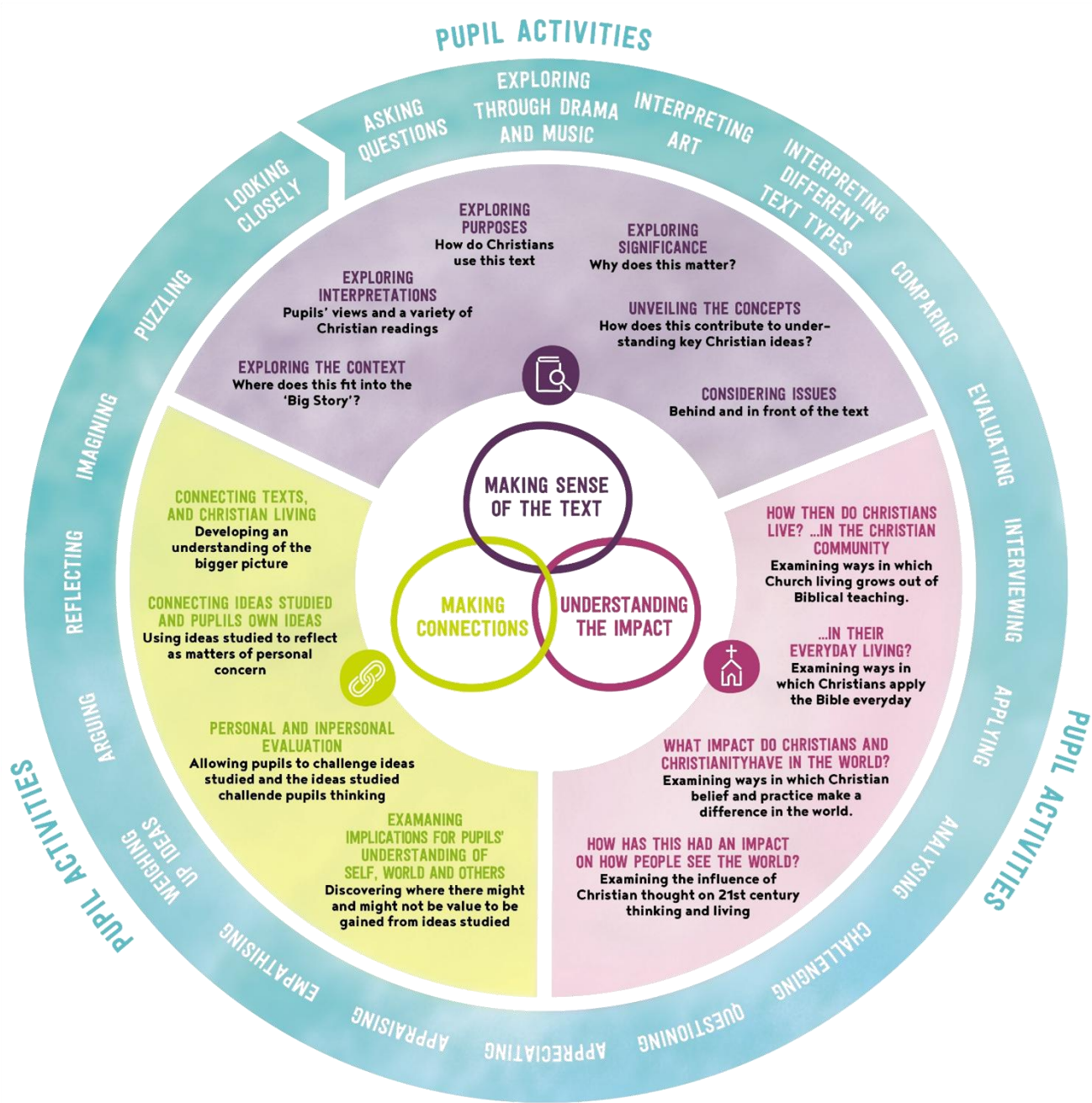
"With God's love, we grow and flourish together."

Appendix 1: Nine Adaptations of Learning



Adapt the number of items the learners is expected to complete 	Adapt how the learner can respond. 	Adapt the way instructions are delivered to the learner 	Provide different input, instructions and/or materials to meet a learner's individual goals 	Increase the amount of support given to the learner. 
Size	Output	Input	Curriculum	Support
				
Participation 	Time 	Inclusive We ensure every child feels welcomed, valued, and able to succeed by removing barriers to learning. Through adaptive teaching rooted in Christian values, we celebrate individuality, promote equity and diversity, and foster compassion—enabling all pupils to flourish and contribute positively to society.		
Adapt the extent to which the learner is actively involved in the task	Adapt the time allotted and allowed for learning, task completion or assessments			
		Difficulty 	Alternate 	Adapt the skill level, problem type, or the rules on how the learner approaches the task. Adapt the goals or outcome expectations while using the same materials

Appendix 2: Wheel of Activities



Appendix 3: Long Term Plan

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks/6 lessons)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer (6 weeks)	Summer 2 (7)
Reception	F1 How do people show they can belong together?	F2- Why do Christians perform nativity plays at Christmas? <i>Incarnation</i>	F2 Who are the people in sacred (special) stories and why might they still be important today?	F3- Why Christians put a cross in an Easter garden? <i>Salvation</i> Visit different Christian church	F3 How do people know how to treat each other?	F1 'Why is the word 'God' so important to Christians? <i>God/Creation</i> Church visit
Y1	K1.1 How might your religion or worldview be seen in the choices you make? <i>Sikhism and Islam</i>	1.1 What do Christians believe God is like? <i>God</i>	Layover unit – Jewish Worldviews Visit Synagogue	K1.2 Where do people turn for guidance? <i>Sikhism and Humanism, Islam, Christian and Judaism</i> Sub questions 1, 2, 3, 4, and 6 only	1.2 Who made the world? <i>Creation</i>	1.1 What do Christians believe God is like? Digging Deeper <i>God</i> Visitor – Marie Milner
Y2	K1.3 How do people with similar religion and worldviews share and celebrate their beliefs? <i>Christianity, Judaism, Islam and Humanism</i> Sub questions: 2,3,4,5,7 and 9	1.3 What does Christmas mean to Christians? <i>Incarnation</i>	1.4 What is the Good News Jesus brings? <i>Gospel</i> Christian Visitor	1.5 Why does Easter matter to Christians? <i>Salvation</i>	Buddhism layover unit Visit to temple	K1.5 What is most important for different people? <i>Christianity, Islam, Buddhism and Humanism</i>
Y3	2A.1 What do Christians learn from the creation story? <i>Creation/Fall</i>	Layover unit on Muslim worldviews	L2.2 How are religion and worldviews shaped and expressed through art and architecture? <i>Islam, Hinduism, Judaism</i> Jewish visitor Sub questions 3, 4, 5, 7 and 8	2A.2 What is it like to follow God? <i>People of God</i> Visit St Peter and St Pauls	2A.3 What is the Trinity? <i>Incarnation/God</i> Visit from Father Kevin	L2.3 What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important? <i>Muslim and Jewish and Christianity</i> Sub questions 2,3,4,5, 9 and 10
Y4	2A.4 What kind of world did Jesus want? <i>Gospel</i> Visit from Father Kevin	Layover unit Sikhism Visit from Sikh	L2.5 What or who is God and how is the divine understood in theistic worldviews? <i>Judaism, Sikhism and Buddhism</i> Sub questions - start at 8 remove Hinduism and Islam and 14 is optional <i>Hindu visitor</i>	2A.5 Why do Christians call the day Jesus died 'Good Friday'? <i>Salvation</i>	<i>Kingdom of God</i> 2A.6 When Jesus left, What was the impact of Pentecost? Visit from Christians (Jan and Kevin) for Pentecost workshop	L2.6 Do you have to be part of a faith community to express an organised worldview <i>Sikhism, Islam and Judaism</i>
Y5	2B.3 How can following God bring freedom and justice? (Christian Aid bake sale) <i>People of God</i>	Layover unit – Hindu Worldviews	U2.2 Why might ancient stories still be so important for some worldviews today? <i>Jewish, Muslim, Christian, Hindu</i> Visit to Sikh Gurdwara	2B.6 What did Jesus do to save human beings? <i>Salvation</i>	<i>Gospel</i> 2B.5 What would Jesus do? Christian visitors on values (Jan)	U2.3 – Do religions change or stay the same? <i>Sikhism, Buddhism and Humanism</i> Remove sub question 4 Humanist visitor
Y6	2B.2 Creation and science: conflicting or complementary? <i>Creation/Fall</i>	2B.4 Was Jesus the Messiah? <i>Incarnation</i>	U2.4 – What might it mean to live well? <i>Buddism, Hinduism, Christian and non-religious</i> Humanist visitor	2B.8 What kind of king is Jesus? <i>Kingdom of God</i>	U2.6 How might your worldview impact on the way you understand death and beyond? <i>Christianity, Islam then Hindu</i> Sub questions – remove Muslim WWs	U2.7 – What do organised worldviews have to tell us about what truth is and where it might be found? <i>Hindu and Muslim</i> Sub questions – remove Christianity <i>Muslim visitor – parent?</i>

Appendix 4: SACRE Guidance on Withdrawal from RE

Parents have always had the right to withdraw their children from RE but the law was not designed to be used in the way it is being used by some parents.

Legal Requirements

RE is for all pupils and every pupil is legally entitled to Religious Education as part of a 'broad and balanced' curriculum. RE must be provided for all registered pupils in state-funded schools in England (this includes sixth form pupils) unless they are withdrawn by their parents or have withdrawn themselves once reaching 18 years of age or older).

Nursery pupils are not required to have compulsory RE teaching, although often there is good practice in this area seen in nursery classes. Special schools should teach RE to their pupils 'as far as is practicable'.

RE Curriculum

RE is locally determined, not nationally, and schools in Coventry and Warwickshire follow the Coventry and Warwickshire Agreed Syllabus, as recommended by SACRE. Schools must interact with the Agreed Syllabus in the following ways:

- All maintained schools without a religious character must follow the locally agreed syllabus.
- Voluntary controlled schools with a religious character should follow the locally agreed syllabus unless parents request RE in accordance with the trust deed or religious designation of their school.
- Voluntary aided schools with a religious character should provide RE in accordance with the trust deed or religious designation of their school unless parents request the locally agreed syllabus and an overseeing body such as the local diocese may provide support.
- RE is compulsory for all pupils in academies and free schools as set out in their funding agreements. This is a contractual responsibility. Academies can choose to use the Coventry and Warwickshire Agreed Syllabus, a different locally agreed syllabus (it is important you gain permission of the SACRE concerned) or may choose to devise their own RE curriculum.

Withdrawal from RE

Parental right of withdrawal from RE was first granted in 1944 when curricular RE was called 'Religious Instruction' and, as such, had connotations of induction into the Christian faith. RE is very different now. It takes account of world faiths and non-religious world views so that children can learn about and from religious traditions without being inducted into those traditions. In the UK, 70+ years later, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This RE provision will be the parents' responsibility. This right of withdrawal exists for all pupils in all types of school, including schools that do and do not have a religious designation. Students who are aged 18 or over also have the right to withdraw themselves from RE. Parents can also exercise the right to withdraw their child from part of RE, and can do so without giving any explanation.

Teachers also have the right to withdraw from the teaching of RE. However, this does not apply to teachers who have been specifically employed to teach or lead RE. If a teacher does wish to withdraw

from the teaching of RE, a letter requesting this must be submitted to the headteacher and its chair of governors. If a teacher withdraws from the teaching of RE, the school must still make provisions for the pupils to receive their entitlement regarding RE.