



Pilsley Church of England  
Primary School  
Religious Education Policy  
2026

## ***“From tiny seeds, great things grow”***

*Matthew 13:31-32 The Parable of the Mustard Seed*

*31 He told them another parable: “The kingdom of heaven is like a mustard seed, which a man took and planted in his field. 32 Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.”*



### **Our Mission Statement based on this Vision is:**

**From tiny seeds, great things grow. Through our loving Christian community, our school is a place where every child is nurtured, valued and supported. Like the mustard seed that starts small but grows into a strong tree, we believe every child has God-given potential and through God’s love, we encourage each one to grow in character, faith and develop a love of learning. We empower our children to flourish into resilient, compassionate, and capable individuals ready for the future and to make a positive difference in the world.**

This underpins all we undertake at our school. We have high expectations (academic, personal, social, moral and spiritual) and we aspire for all our pupils to aim high and succeed in all they do. *For everyone to ‘Grow and Flourish’, by instilling a legacy of life-long learning, inspiring and empowering everyone to a world of possibilities.*

Through our Christian values (**PRAISE**), we ensure that every child grows in their own unique way. As a family, we welcome all into our safe, learning environment where we respect and celebrate each other’s achievements.

We want all our children to be confident, independent, resilient learners, with a sense of belonging, a feeling of being loved and ready to make their mark on the world.

### **At Pilsley C of E Primary we aim to do this through....**

- Fostering a school community where every member feels valued and respected and everyone is treated equally and fairly.
- Ensuring Christian values are embedded in the daily life of our school through Collective Worship, always modelling exemplary behaviour.
- Supporting the wider community by having strong links with parents, the church and the local community.
- Developing ‘pupil voice’ and pupil participation through our PRAISE team, the school Council and ECO Council.
- Encouraging all staff to be forward thinking and be determined to be the best that they can be.
- Driving the ethos of everyone as a learner. Having ‘open classrooms as a basis for sharing’.

- To advocate best practice and secure excellent achievement for all pupils ensuring every child experiences an exciting, enriching and engaging curriculum design which is underpinned by Christian values and beliefs.
- Working together with strong governance.

### **Aim:**

Each child is recognised as a unique individual who is inspired to **grow** as a responsible citizen and realise their potential within an enriched Christian family underpinned by our core values of:

**Perseverance**

**Respect**

**Achievement.**

**Independence**

**Service**

**Enthusiasm**

### **Our Intent**

***“Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together” (The Church of England Statement of Entitlement (2019))***

At Pilsley C of E Primary School our RE curriculum is underpinned by Christian values and aims to nurture happy and inspired lifelong learners. Through an enquiry approach, children will develop their religious literacy through a balanced RE curriculum that draws on **theology, philosophy and social and human sciences**. We aim to engage pupils in systematic enquiry into significant human questions, which religion and worldviews address so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Through Religious Education we aim to ensure that children know about and develop an understanding of a range of religions so that they can describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. Through this subject, we also enable children to express ideas and gain insights about the nature, significance and impact of religions and worldviews to enable them to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value including ethical issues.

In addition, teaching this subject at Pilsley C of E Primary School will allow children to gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can articulate beliefs, find out about and investigate key concepts and questions of belonging, meaning, purpose and truth by responding creatively, thus developing their confidence and resilience.

### **Rationale**

At Pilsley C of E Primary School, RE is regarded as a core subject, and pupils and their families can expect a high-quality religious education (RE) curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views.

We teach according to the Derbyshire Locally Agreed Syllabus supported by the Understanding Christianity teaching resources. Understanding Christianity bases Christianity within a framework called "God's Big Story," which develops an understanding of the Old Testament and the New Testament and supports children in sequencing the timeline of the Bible.

Links with our school vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on learners. We provide

a wide range of opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths and world views studied.

### **Aims and objectives**

As stated in the Church of England Statement of Entitlement for Religious Education, our school aims for all pupils:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with Biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.

### **Curriculum Design - RE**

The amount of time dedicated to the R.E. curriculum follows the recommendations set down in the Agreed Syllabus for Derbyshire and overall, it should work out as:

**Early Years Foundation Stage:** 36 hours of RE integrated into Learning, e.g., part of Personal, Social and Emotional Development and Understanding of the World.

**Key Stage 1:** 36 hours of tuition per year

**Key Stage 2:** 45 hours of tuition per year.

### **Curriculum for Religious Education**

RE is an academic subject that has a high profile in our school curriculum. It is a priority for our senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects. This means that the RE curriculum:

- is intrinsic to our distinctive Christian vision in enabling all pupils to flourish. In addition, it contributes to British values and to pupils' spiritual, moral, social and cultural development.
- is delivered in an objective, critical manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- reflects a good balance between the disciplines of **theology, philosophy** and **human science**, to enable pupils to develop their religious literacy\*

*Religious Literacy: Helping children and young people hold balanced and well-informed conversations about religion and belief. (Key Principles of a balanced curriculum in RE.)* enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.

- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.
- supports the development of other curriculum areas and other general educational abilities such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs

- offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it.
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs.

### **Teaching and Learning**

At Pilsley we recognise the importance of teaching RE in a creative, knowledge-rich, broad and balanced way. Learning activities provide fully for the needs of all pupils so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

RE lessons provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts, stories and symbols.
- Interpreting information from different sources.
- Researching information for themselves.
- Listening to and discussing with the teacher and other pupils.
- Engaging in pair and group work.
- Exploring a range of media such as artefacts, pictures, photographs, music and drama.
- Experiencing visits, visitors and events.
- Taking part in outdoor learning.
- Taking time for reflection.

### **Personal Development and Well-Being**

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

### **Safeguarding Statement**

Through implementation of this policy we will ensure that our School provides a safe environment for pupils to learn and develop. All pupils will be listened to and the information will be dealt with swiftly and securely, following the correct procedures with the safety and wellbeing of the pupils in mind at all times.

### **Inclusion**

R.E. is provided for all pupils at Pilsley and makes a valuable contribution to their education.

Teachers plan work which considers the differences in the abilities and experiences of their pupils in order to maximise their potential and extend their abilities and to allow all pupils access to the R.E. curriculum. R.E. has a large part to play in helping to remove prejudice and misunderstanding and in combating stereotyping, discrimination, sexism and racism.

All pupils, irrespective of ability, age, gender or race are entitled to equal opportunity in the development of their religious education knowledge.

## **Assessment**

Assessment of pupil's progress in RE is ongoing. Pupils are assessed using methods of formative and summative assessment throughout the year.

On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the unit. Teachers use these to inform their planning and end of unit assessments.

Knowledge and skills are assessed in a variety of ways, and the pupils are given appropriate feedback in order to make progress.

During RE lessons adults record pupils learning in a range of ways, including:

- Photos
- Annotations of pupil's voices
- Class RE books (infant floor books)
- Individual RE books

Pupils reflect on the big question throughout each unit of work to showcase their learning over one half-term.

## **The Legal Basis of RE**

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request. (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28). The law relating to Religious Education for pupils who are not yet in key stage 1 is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes or play groups.

We note the Human Right of parents to withdraw their children from RE. The school must comply with any request from a parent to withdraw their child and parents are not required to give their reasons for wanting to do so. However, in view of the importance placed on RE as a core subject in a church school, we would hope that all children admitted will participate fully in RE. We aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the head teacher any questions from parents about withdrawals. We ask that and that anyone wishing to withdraw their child would discuss this with the Headteacher before making this decision. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them

## **Monitoring and Evaluation**

To ensure that our RE policy is in practice, and to help teachers keep track of their own work and needs for support or training, the subject leader will monitor and evaluate the impact of this policy in practice. Our RE Subject Leader is Mrs. W.Dey.

## **Policy Review**

This policy will be reviewed in January 2027 by the RE Coordinator. This will ensure that the policy continues to meet the needs of pupils, staff and parents and that it is in line with current Department for Education advice and guidance.