



Overleigh St Mary's C of E Primary School

Religious Education Policy 2025

Date policy last reviewed: Summer 2025

Signed by:

A handwritten signature in black ink, appearing to read 'Emma Jones'.

Headteacher

Date: Summer 2025

A handwritten signature in black ink, appearing to read 'J. Maculloch'.

Chair of governors

Date: Summer 2025

Religious Education Policy

Date Authored:	Sept 2025
Date to be reviewed:	Sept 2026
Co-coordinator:	Yes
Nominated Governor:	Yes

INTENT

At Overleigh St. Mary's, Religious Education provokes challenging questions about the ultimate 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.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

(Religious Education the non-statutory national framework)

At Overleigh St Mary's Religious education and Collective Worship shall be in accordance with the principles and practice of the Church of England and according to the religious education syllabus and guidelines of the Chester Diocesan Board of Education and Cheshire West and Chester Agreed syllabus.

Through the teaching of Religious Education (RE), children will gain essential knowledge of Christianity and other religions and worldviews, as well as skills and attitudes such as critical thinking and empathy. This understanding of others' worldviews is an essential first step to enabling each pupil to understand, reflect on and develop their own personal worldview, which is one of the core tasks of education.

(Religious Education and World Views in Cheshire West and Chester)

The spiritual and moral development of our children underpins all aspects of our school life as outlined in our vision.

Love God, Love Ourselves, Love People

Informed

- *Children learn about features of Christianity including how believers worship, how their faith influences the way they live and behave, important people, stories and artifacts that are key to the Christian faith.*

- *Children develop their knowledge of other religions and worldviews including key features of other faiths, how believers worship and how their faith influences the way they live their lives.*
- *Children learn about different faiths and world views through an immersive and creative way which will enable them to personify concepts of beliefs.*

Articulate

- *Through the teaching of subject specific vocabulary and opportunities to discuss different views and values the children develop their ability to think critically, develop empathy, reflect on their own views and values.*

Empowered

- *A focus on a respectful curiosity about different religions and beliefs and demonstrating a genuine interest empowers children of all faiths to have the confidence to express their views, values and beliefs and feel that their views are valid.*
- *Allowing children to consider how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world and with God enables them to reflect and develop their own views and ideas on religious and spiritual issues. Empowering the children to believe that they too can form a view and can theologise.*
- *An appreciation of world views and human values is essential to fully engaging in a rich spiritual life.*
- *All children including those who have SEND or are disadvantaged are supported to fully access the Religious Education curriculum. This may include additional adult support, adapted resources or the use of visual supports. Structured sentence stems and taught vocabulary scaffold children in discussion.*

AIMS

- To develop their knowledge and understanding of and their ability to respond to Christianity and the four other major religions.
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.
- To extend children's ability to reflect upon themselves as whole people, consider their own beliefs, values and ideals and communicate their responses.
- To provide a course of Religious Education within the Cheshire West and Chester Agreed Syllabus and incorporating the framework of the Diocese of Chester Religious Education Guidelines, appropriate to the educational needs of the children in our school, at their different stages of development.

- To contribute to the spiritual, social and moral development of the school as a caring community and the pupils as individuals through developing a respect for other people, their beliefs and lifestyles.

EYFS

- Develop the children's knowledge and understanding of the Christian faith, festivals and practices.
- Provide a course of Religious education that covers the core knowledge of Christianity outlined in the Cheshire West and Chester agreed syllabus, guidance for Early Years.
- Provide and promote opportunities to explore and celebrate events and festivals celebrated by the children in our setting of other faiths.
- Make links with, and develop awareness of, beliefs which are different to those held by children in your class.
- Provide opportunities to encounter and promote uniqueness and diversity through looking at your local community and international partnership schools.

Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. Religious Education as an essential part of the curriculum and should be relevant, worthwhile and accessible to all. We aim to help the children in our school to respect themselves and to be sensitive to needs of others.

Specifically within Religious Education **all** Children will:-

- be given the opportunity to encounter religion and its rich diversity in the world.
- be encouraged to explore their own religious beliefs and values.
- Have access to the Religious Education curriculum at an appropriate age and developmental level.

Implementation:

In Early Years Foundation Stage (EYFS)

Religious Education begins in the EYFS within the Understanding the World area of development. Religion and World Views should, wherever possible begin with the child and allow opportunities to explore their personal experiences and questions which they have about the world around them. The Religious Education (RE) curriculum provided should include opportunities for play, child initiated and adult initiated opportunities. During the year the child will encounter Religion and World Views through stories, using specific words, special books, places, objects, events and where possible visiting places of worship and meeting believers. Events of a religious nature which are being celebrated in school will also provide opportunities for learning back in the classroom. There should be opportunities to develop a sense of wonder, to nurture curiosity, to let imaginations grow, have a sense of personal identity and an awareness and empathy for the world around them.

Key stage 1 and 2

Religious Education at Overleigh St Mary's has been organised using a whole school overview in line with the essential knowledge outlined in the Cheshire West and Chester agreed syllabus and linking with the 'Big Story of Christianity' taken from the guidelines of the Chester Diocesan Board of Education. This lays out which units/themes should be studied by each year group termly or half termly.

Non- negotiable essential knowledge and key vocabulary for each unit of work has been produced by the RE curriculum lead. Teaching staff use these Medium term plans to inform their short term planning.

Sufficient time and resources should be allocated to the teaching of Religious Education to ensure that the expectations of the agreed syllabus can be met. At Overleigh St Mary's the expectation is that Religious Education should be taught weekly rather than in a half termly 'block' (See specified times below). This allows links to be made with Collective Worship and current relevant events. This also ensures that these experiences are progressive and coherent, developing the core knowledge as specified and the skills required to access religion and worldviews.

KS1 36 hours a year (e.g. 50 Minutes a week)

KS2 45 hours a year (e.g. one hour per week)

Within EYFS

Religious Education is covered within the Understanding of the World area of Development. Following the Cheshire West and Chester guidance for EYFS, whilst the content should be majority Christianity (see core knowledge below), every opportunity should be taken to mark events and festivals celebrated by the children in our setting allowing all children to encounter beliefs which are different to their own promoting uniqueness and diversity.

Essential Knowledge for EYFS Christianity

- The Christians believe in God and I have explored my views about God
- That Jesus is a special person for Christians and can tell you about his birth
- That the church is a special place for Christians where they can worship and there are people there who have special roles
- Can tell you about special events including Christmas and Easter
- The Bible is a special book for Christians
- Can talk about values including care of one another, friendships, love, care of animals and environment and respect for all

(Cheshire West and Chester agreed Syllabus, Guidance for EYFS.)

By the end of the summer term foundation stage classes will be moving towards the statutory requirement for Key Stage 1 which is 36 hours per year (50 minutes a week).

EYFS Long Term Plan – Religious Education						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<u>Christianity</u> God's wonderful world- creation	<u>Christianity - Christmas</u> <u>Hinduism- Diwali</u>	<u>Christianity - Stories from the Old Testament of the Bible</u> <u>Hinduism -Holi</u>	<u>Christianity- Jesus and his Disciples Easter</u>	<u>Christianity- Resurrection and Ascension</u> <u>Islam - Eid</u>	<u>Where is God?</u> <u>Children's ideas of God</u> <u>The Church</u>

Essential Knowledge/Objectives	Can talk about values including care of one another, friendships, love, care of animals and environment and respect for all. In the beginning there was only dark. Some people believe God created the world and everything in it including people. God was pleased with his creation. People need to look after God's creation, including each other. Continue developing positive attitudes about the differences between people. (Dev matters 3-4 yrs)	Develop curiosity as to why Christians do nativity plays at Christmas. Jesus is a special person for Christians and I can tell you about his birth. Hindus celebrate Diwali. Diva lamps are lit during Diwali. Continue developing positive attitudes about the differences between people. (Dev matters 3-4 yrs)	Listen to stories from the Bible and understand their significance to Christians today, (Linked to Christian Values). Holi is a Hindu festival where people throw coloured powder at each other and it is lots of fun. Continue developing positive attitudes about the differences between people. (Dev matters 3-4)	Can tell you about special events including Christmas and Easter. Listen to stories of Jesus from the Bible and understand his importance to Christians. Recall key important aspects of the Easter story - Jesus died on the cross, was placed in the tomb and on the third day was given a new life from God. Continue developing positive attitudes about the differences between people. (Dev matters 3-4)	Begin to explain why Christians think the resurrection is important. Understand that Jesus had a new life but it was different from his previous life and he couldn't be with his friends in the same way. The children will understand that Eid is an important festival to Muslims and therefore some of our children. Continue developing positive attitudes about the differences between people. (Dev matters 3-4)	People have different ideas of God. God is for everyone. Christians believe in God and I have explored my views about God. There are special places that people go to feel closer to God. People talk to God in lots of different ways - some call it prayer. Continue developing positive attitudes about the differences between people. (Dev matters 3-4)
Big story	Creation	Incarnation	People of God	Good News Resurrection	Resurrection	Salvation Kingdom of God
Reception	<u>What are we thankful for?</u> <u>Special people</u> <u>Christianity</u> - Harvest	<u>Christianity</u> - Christmas <u>Hinduism</u> - Diwali <u>Story of Rama and Sita</u>	<u>New life</u> <u>Christianity</u> - Baptism <u>Christian Love</u> <u>Hinduism</u> - Holi	<u>Forgiveness</u> <u>Christianity</u> -Parables - The prodigal son <u>Easter</u> <u>Islam</u> - Ramadan	<u>Special Books</u> - All faiths <u>Special books and important stories</u> <u>(Christianity-Parables)</u> <u>Islam</u> - Eid	<u>Special places</u> - All faiths

Essential Knowledge/Objectives	Can talk about values including care of one another, friendships, love, care of animals and environment and respect for all. Recognise that people have different beliefs and celebrate special times in different ways. (Dev Matters Reception)	Can tell you about special events including Christmas and Easter. Jesus is a special person for Christians and I can tell you about his birth. Explain why Christians give and receive presents at Christmas. Hindus celebrate Diwali. Diya lamps are lit during Diwali. Recognise that people have different beliefs and celebrate special times in different ways. (Dev Matters Reception)	That the church is a special place for Christians where they can worship and there are people there who have special roles. Wonder why a minister pours water on babies in a baptism. Talk about some things Christians might do in church. Holi is a Hindu festival where people throw coloured powder at each other. Can talk about values including care of one another, friendships, love, care of animals and environment and respect for all.	Can tell you about special events including Christmas and Easter. Recall key important aspects of the Easter story and begin to explain why Christians think the resurrection is important. Many Muslims fast for a month (Ramadan) sunrise to sunset. Recognise that people have different beliefs and celebrate special times in different ways. (Dev Matters Reception)	The Bible is a special book for Christians. The Qu'ran is a special book for Muslims. The Torah is a special book for Jewish people. Within the Islamic faith at the end of Ramadan there is a celebration called Eid-Al-Fitr. Recognise that people have different beliefs and celebrate special times in different ways. (Dev Matters Reception)	Understand that some places are special to members of their community. (Dev matters Reception) That the church is a special place for Christians where they can worship and there are people there who have special roles. Talk about some things Christians might do in church. Other faiths have special places - for example the Mosque for Muslims, Synagogue for Jews and Temple for Hindus.
Big Story	Creation	Incarnation	Good News	Resurrection Salvation	Good News	Good News Kingdom of God
	All faiths are valued and celebrated within EYFS. Whenever there is a special celebration, festival or event for any of our families of any faith we will talk about what the event is and how families celebrate. As we need to respond to the different and diverse cohorts there maybe knowledge, concepts and objectives covered that are not on our long term plan.					

Key Stage one and Two.

Religious Education will be taught throughout the school and follows the agreed Cheshire West and Chester syllabus incorporating guidelines of the Chester Diocesan Board of Education. Religious Education will mainly be taught by the class teacher and may be supported from time to time by clergy from local churches and/or visiting speakers. Religious Education will be taught in a "whole class" setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually. Visits to local churches such as St Mary's Church and other places of Worship will be incorporated into the programme of study wherever possible and prudent.

Long Term Plan – Religious Education						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<u>Christianity</u> What do we think about how the	<u>Christianity</u> Why is Christmas celebrated by	<u>Islam</u> How and why are Allah and Muhammad	<u>Islam</u> How do Muslims express new beginnings?	<u>Christianity</u> Why is the Bible a special book for Christians?	<u>Christianity</u> How do Christians use symbols in a

	world was made and how should we look after it?	Christians?	(PBUH) important to Muslims?			Church building and why?
Essential Knowledge	<u>Explain how Christians view the creation of the world and take care of it.</u>	<u>Identify key aspects of the Christmas Story and explain why Jesus was 'good news' for Christians.</u>	<u>talk about who Muslims say Allah and Mohammad (PBUH) are eg 99 names of Allah / prophet of God.</u>	<u>Learn that the Qu'ran is the holy book of Islam and say how it should be treated. Show an understanding of at least two Muslim artefacts and Learn how they are used. Learn what might happen at a Muslim baby's naming ceremony what might happen at a Muslim marriage ceremony.</u>	<u>will know that the Bible is the Holy book for Christians and will explain why the stories in the Bible are important to Christians. Evaluate key teachings studied from the Bible and explain why they may be important to Christians.</u>	<u>will talk about how Christians might use symbols in a Church building and begin to suggest reasons why.</u>
Big story	Creation	Incarnation	. le creation, where the prophets fit, old testament to around the Birth and times of Jesus etc		Good news,	Resurrection, good news, people of God
Y2	<u>Christianity</u> What does it mean to belong?	<u>Free choice Unit</u> How is light used in different religions?	<u>Christianity</u> Why did Jesus teach people through stories?	<u>Christianity</u> Who was Jesus and why is he important to Christians today?	<u>Judaism</u> What do Jews believe about God?	<u>Judaism</u> How do Jews show faith through practices and celebrations?
Essential Knowledge	<u>Evaluate what it means to Christians to belong to a Church.</u>	<u>Compare and contrast how different religions use light symbolically.</u>	<u>Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the Good Samaritan and other parables studied.</u>	<u>Describe the Key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus. Explain why Christians might choose to follow Jesus.</u>	<u>Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives.</u>	<u>To know why Shabbat is important to a Jew and how Jews may go to a synagogue during this period. Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue</u>

Big story	Link to creation, John baptising Jesus	Link to Big story in terms of timeline, Hanukah during people of God etc	Good news	Good news, Resurrection	Link to the big story in terms of the time line, Passover celebrating People of God escaping from Egypt etc.	
Y3	<u>Christianity</u> How do Christians use the Bible to help them with their lives?	<u>Christianity</u> Why do Christians think about Incarnation at Christmas?	<u>Christianity</u> How did Jesus teach about God and values through parables?	<u>Islam</u> How do Muslims worship?	<u>Free Choice Unit</u> Angels	<u>Hinduism</u> How do Hindus worship?
Essential Knowledge	Describe how <u>Christians live their lives as disciples.</u> Have a deeper knowledge of <u>how the Bible is composed and who wrote it.</u> Understand <u>how to navigate the Bible.</u>	Analyse what <u>Christians can learn about Jesus from Nativity stories.</u>	describe how <u>Christians live their lives as disciples.</u> Looking at <u>Parables and what they mean for Christians today.</u>	Identify and <u>understand that Muslims believe the Prophets who came before Muhammad (PBUH) all taught the same message and that Muhammad (PBUH) is the final prophet. Learn what Muslims believe happened during the 'Night of Power'. Understand that the Qu'ran is the Holy book for Muslims, what they believe it contains and how Muslims treat it. Learn how Muslims worship Allah both at home and at the mosque. Analyse how the main features of a mosque explain Muslim key beliefs.</u>	have the <u>opportunity to compare and contrast what people from different religions and world views believe angels are and what they do.</u>	Explain how a <u>Hindu may worship at home or in the Mandir.</u> Explain how a <u>Hindu celebrates Holi.</u> Know that <u>Hindu's believe God comes in many forms.</u>
Big Story	Tells the whole big story	Incarnation	Good news		Salvation Good news	
Y4	<u>Christianity</u> What do I think about Jesus and	<u>Hinduism</u> How do Hindus view God and how is Diwali	<u>Christianity</u> What is my point of view about God and	<u>Christianity</u> How can I understand different Easter	<u>Judaism</u> How do Jews demonstrate their faith through their	<u>Free Choice Unit</u> <i>What is the Baha'i faith?</i>

	how is he portrayed in art from around the world?	celebrated?	why do people have faith?	concepts?	communities?	
Essential Knowledge	<u>Explain how Christians see God as 'Three in One' through symbols.</u>	<u>Retell some Hindu stories and explain their significance to a Hindu. Describe and explain how a Hindu celebrates Diwali. Analyse a Hindu's journey of life and significant events along the way.</u>	<u>understand what is meant by God as the Trinity in Christianity. Compare how God is seen in different faiths and compare them with Christianity. Explore their own view of God.</u>	<u>describe and suggest reasons why Christians call Jesus, Saviour and will explain the concept of salvation.</u>	Reflect on why and how Jews worship Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief Explain the importance of the Covenant for Jews Evaluate why Pesach is important to Jews as an act of commemoration	<u>Explain who Baha'u'llah was and His station in the Baha'i Faith</u> <u>Describe what is meant by the Oneness of Religion</u> <u>Explore the Baha'i concept of God</u> <u>Talk about what the Baha'i Faith teaches about children</u> <u>Investigate Baha'i worship and the Houses of Worship</u> <u>Explain the importance of community life</u>
Big Story	People of God, (Abraham, Daniel, Noah etc),		Good News, Salvation	Salvation, Kingdom of God	People of God	God
Y5	<u>Islam</u> Why are the Five Pillars important to Muslims?	<u>Islam</u> How is the Muslim faith expressed through family life?	<u>Christianity</u> Which concepts do we find hard to understand in Christianity?	<u>Christianity</u> What is the Kingdom of God and what do Christians believe about the afterlife?	<u>Humanism</u> What is Humanism?	<u>Free Choice Unit</u> What does it mean to live in a religiously diverse world?

Essential Knowledge	<u>Name the five pillars and explain why they are important to Muslims. Explain how all Muslims are part of the Ummah by showing how the five pillars enable Muslims to have peace with God.</u>	<u>Identify, describe and explain key Muslim beliefs related to Allah (God). Understand that Muslims believe that to have inner peace with God humans must follow and submit to Allah's guidance and will. Explain how all Muslims are part of the Ummah by showing how the five pillars enable Muslims to have peace with God.</u>	<u>Explain how Christians seek to live to advance to the Kingdom of God on Earth.</u>	<u>Explain how Christians seek to live to advance to the Kingdom of God on Earth.</u>	<u>Describe the main beliefs of Humanism and begin to compare it to following a religious belief. Say what Humanists think about God. Explain how Humanists believe they can be happy. Explore the happy human symbol. Describe how Humanists celebrate in their lives. Explain how Humanists lifestyle plays a role in modern society.</u>	<u>Describe what is meant by religious diversity? Is there diversity within one religion? Compare and contrast values and principles such as the 'Golden Rule' in different religions. Express your own developing ideas of values religions or world views should hold. Identify diversity of religion and diversity within a religion in our local community.</u>
Big Story			Incarnation, resurrection, salvation,	Kingdom of God		
Y6	<u>Christianity</u> How and why do Christians worship? What are the benefits for believers? Compare to worship covered in other religions.	<u>Christianity</u> What are some of the differences and similarities within Christianity locally and globally? Can talk about differences and similarities within churches in their locality. - Pupils can compare churches within their locality with an example of one around the world. -They	<u>Sikhism</u> How do Sikhs worship?	<u>Sikhism</u> Why is community and equality important to Sikhs?	<u>Christianity</u> What can we learn from Christian religious buildings and music? – Rituals and Artefacts	<u>Free Choice Unit</u> What do different religions have to say about World Poverty and Charity

		can explain how key Christian beliefs can be found with worshippers nearby and far away. - Can discuss a global Christian community with shared beliefs and values alongside the importance of fellowship - Can compare differences and similarities in a range of acts of worship in different churches in different countries				
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Essential Knowledge	<u>Make connections between Christianity, Judaism and Islam.</u>	<u>Outline how Christians around the world read the Bible to maintain their relationship with God.</u>	<u>will Explain how Sikhs believe in all pathways leading to God. Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life. Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect.</u>	<u>Explain how Sikhs believe in all pathways leading to God. Explain the symbolism of the 5Ks. Analyse how Sikhs show community and equality in their lives.</u>	<u>describe how celebrating Easter shows a Christian understanding of sacrifice and reconciliation and describe how references to Jesus' death and resurrection found in the church artefacts, ritual or texts reinforce the Christian idea of forgiveness.</u>	<u>Explain what is meant by World Poverty and charity. Explain the beliefs and principles held by different world views of charity for example:- What do Christians believe about giving (e.g. Christian Aid)? Which pillar of Islam addresses giving and charity? What is the aim of the Sikh Langar? How does the Hindu religion regard world poverty and charity? How does the Baha'i faith work towards eliminating extremes of wealth and poverty?</u>
Big Story	<u>Salvation, gospel, Early Church</u>	<u>Gospel, Trinity.</u>	<u>Kingdom of God</u>		<u>Reincarnation, Salvation, Kingdom of God</u>	

Impact

The impact of the curriculum, teaching and learning is evaluated through assessment.

Assessments will be carried out as outlined below:-

- Children will be assessed against the objectives within the 'What children will know' section of the medium term plan which have been informed by the Cheshire West and Chester agreed syllabus essential knowledge.
- Assessment should be based upon the teacher's observations of the child in class or group discussion, activities and/or recorded work.

- Children's work is evaluated and assessments for each child are carried out at the end of each unit of work. These statements will inform future planning, assessment of knowledge and skills; reporting to parents; and curriculum monitoring by the Religious Education curriculum lead.
- Summative reports to parents will be made at the end of the year.

Roles and Responsibilities

The governing board is responsible for:

Overleigh St Mary's has a designated link Governor- Karen Shapland

- Ensuring there is a policy in place
- Understands and is supportive of our aims in the learning and teaching of Religious Education and to review this policy annually.

The Religious Education Curriculum lead, in conjunction with the Headteacher are responsible for:-

- Provide a strategic lead and direction for RE in the school;
- the implementation and management of this policy.
- Providing resources necessary to deliver high quality Religious Education
- Identify CPD needs within the staff
- Provide support and advice to staff in the delivery of the RE programme of study;
- Remain informed about current developments in the subject
- Disseminate relevant information to staff;
- Deliver INSET sessions to staff, to support staff development;
- Monitor and evaluate teaching and learning of RE;
- Monitor standards in the subject, through planning and work scrutiny, statistics, quality of teaching and pupil assessments;

Teaching Staff are responsible for:

- Familiarising themselves with, and following, this policy.
- Planning and delivering the curriculum for Religious Education in line with this policy.
- Assess children's work in order to detail future planning

MONITORING.

The Religious Education Curriculum lead is responsible for monitoring the standards of the children's work and the quality of teaching in R.E. They are responsible for supporting colleagues in the teaching of R.E., for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

The RE curriculum leaders are responsible for making sure there is a regular and informative dialogue between the link Governor, Reverend and the school to ensure and strengthen the Community and Christian links.

This may include evidence of book scrutiny, monitoring of planning, learning discussions with children, or lesson observations. Evidence of monitoring and evaluation will be included in the subject leader file.

Monitoring will include:-

- Scrutiny of books
- Monitoring of short term planning
- Learning discussions with children, (Pupil voice)
- Learning walks
- Lesson observations

The RE curriculum lead will facilitate the sharing of good practice, put support in place and give additional guidance where required to ensure a high standard of teaching and learning of Religious Education.

REPORTING TO GOVERNORS

Any changes and/or updates to practice and policy will be shared through the Achievement & Standards Committee.

The Legal Framework for Religious Education

Since 1944, all maintained schools have been required to teach Religious Education (RE) to all registered pupils. The National Curriculum (2013) reiterates that all state schools must teach Religious Education and publish their curriculum by subject and academic year online.

(National Curriculum Framework Sept.2013 Pg. 4)

Religious Education must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.

RE and the Right of Withdrawal

Parents may withdraw their children from RE lessons with the exception pupils of 18 years of age can withdraw themselves. Schools have a duty of care to supervise withdrawn pupils, but the law does say alternative arrangements can be made for RE based on the kind of Religious Education the parents want the pupil to receive. All schools should have an approach to provision and withdrawal stated in the school's RE policy.

Additional useful guidance on the Right of Withdrawal can be found at https://www.natre.org.uk/uploads/Free%20Resources/18-15676_NAHT%20RE%20withdrawal%20document_final.pdf which has been written by NATRE and NAHT.

Religious Education in Church of England Voluntary Controlled schools

Religious Education at Overleigh St Mary's is taught in accordance with the locally agreed syllabus.

Overleigh St Mary's will be inspected by the new inspection SIAMS, (School Inspection of Anglican and Methodist schools) framework from September 2023. In Cheshire West and Chester, the local Chester Diocesan agreed syllabus provides a concrete resource for church schools to draw upon to enable teachers to meet expected SIAMS standards.

www.chester.anglican.org/schools/religious-education/

COMPLAINTS PROCEDURE

The school has a formal complaints procedure, details of which can be found in the complaints policy, available upon request from the school office