



Over St. John's C.E. Primary School
'Let your light shine before others.' Matthew 5:16
Religious Education Policy

Over St. John's puts children first.

From our roots of faith and respect, we

*** encourage challenge**

*** develop confidence**

***inspire learning**

So that children grow in the love of God, prepared for their future.

Curriculum Intent

At Over St John's, our Religious Education curriculum is intentionally shaped by our theologically rooted Christian vision: "Let your light shine before others" (Matthew 5:16).

We believe every child is created by God with dignity, purpose and a unique light to shine. In a community marked by significant deprivation, our teaching of RE plays a vital role in nurturing hope, **confidence** and aspiration so that all pupils — including the most vulnerable — **can grow in the love of God and be prepared for their future.**

Our RE curriculum flows directly from the theological conviction expressed in Matthew 5:16: that every child carries a God-given light which deserves to be recognised, nurtured and allowed to shine. RE helps children discover this light by exploring Christian belief, encountering diverse worldviews, and engaging deeply with questions of meaning, identity, justice and community.

Through RE, pupils become **confident**, reflective and **respectful** learners who can articulate theological ideas, compare worldviews, and make informed and reasoned moral judgements. Spiritual development is embedded throughout the curriculum using the Windows–Mirrors–Doors approach, enabling pupils to encounter, reflect and act on big ideas.

The curriculum is ambitious, inclusive and carefully sequenced, ensuring that all pupils — including disadvantaged and SEND learners — know more, remember more and can apply their learning in increasingly complex ways. Adaptive practice, vocabulary pre-teaching, alternative recording methods and strong pastoral support ensure dignity and equity for every child.

RE at Over St John's is distinctive: it is theologically rich, contextually responsive, spiritually formative and rooted in our Christian vision. It nurtures wisdom, hope, dignity and community, enabling every child to flourish and **shine their light** within school and beyond.

Our RE curriculum is designed to meet the content requirements of the Religious Education Statement of Entitlement and the Cheshire West and Chester agreed syllabus. There is a set amount of time specified in the agreed syllabus for each religion, which is followed within our long term plan. Our curriculum is also supported and enhanced by Diocesan planning for Christianity and World Religions, Cheshire West and Chester lesson resources and the Understanding Christianity Resource.

Within our school, Reception and Key Stage One children are taught in single age classes, whereas Key Stage Two children are taught across three mixed year group classes and our curriculum is designed to reflect this. Reception and Key Stage One children are taught a single year rolling programme of RE, whereas in Key Stage 2, the teaching of RE is delivered over a two year rolling programme.

The Legal Position of Religious Education

Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Education is compulsory for all children, including those in the reception class who are less than five years old. The ERA allows parents to withdraw their child from Religious Education classes if they so wish, although only after they have given written notice to the school governors. However, we hope that all parents would feel comfortable with the type of Religious Education being taught at Over St. John's and lessons can often be made to fit with individual beliefs and values. The ERA also allows teachers to refuse to teach Religious Education, but only after they have given due notice of their intention to the school governors.

Curriculum Implementation

Within our school, Reception and Key Stage One children are taught in single age classes, whereas Key Stage Two children are taught across three mixed year group classes and our curriculum is designed to reflect this. Reception and Key Stage One children are taught a single year rolling programme of RE, whereas in Key Stage 2, the teaching of RE is delivered over a two-year rolling programme.

Our current curriculum was designed following a review of the locally agreed syllabus. The World Religions and World Views are delivered in accordance with CWAC's Agreed Syllabus and the guidance of the Local SACRE, as is all of the teaching within RE. The teaching of RE also aims to follow the guidance set out in the RE Statement of Entitlement 2026 by the Church of England Education Office. This document provides information and guidance on the expected teaching and provision of RE within Church Schools.



RE Statement of Entitlement 2026.pdf

From the RE Statement of Entitlement, it states that pupils are entitled to a balanced RE curriculum which enquires into religions and worldviews through theology, philosophy and the human and the social sciences. To enable this to happen, we use planning from the Diocese which is based on the teaching of Christian Concepts and World Religions and World Views. This is supplemented and enhanced by planning and resources from the LA (CWAC) and the Understanding Christianity Resource. Teachers follow the planning and resources provided, whilst making any adaptations to meet the needs of their cohort. The planning aims to ensure that the curriculum is coherent and

enables progress through an ordered and sequential approach and that the topics and concepts studied in RE build on prior learning, which is developing both knowledge and skills.

The teaching within RE takes on an enquiry based approach, where each topic begins with a key question and a brief exploration of what the children will learn within that key question, based on the key knowledge in the Knowledge Organiser. This key question forms the basis of learning within each topic in RE and our work enables our children to develop an understanding of the key question, whilst enabling them to develop their knowledge and skills around a variety of religious topics and concepts. We utilise a variety of different approaches within RE to explore and understand the key concepts further: discussions and reflecting on our own thoughts and ideas, unpicking Bible texts, drama, art, the use of ICT, independent research, written work, photographs etc.

Within the EYFS, the children explore Christianity, a variety of world festivals and begin to look at the religions of Islam and Hindu Dharma.

Throughout KS1, children explore and learn about Christianity, Islam, Judaism and Humanism.

Throughout KS2, children explore and learn about Christianity, Islam, Hindu Dharma, Sikhi and Humanism.

We have also built into our curriculum some 'free choice' units which focus on the teachings of the Baha'i religion, drawing comparisons across differing religions and exploring what different religions say about world issues. We may also consider different religions when we participate in interfaith projects.

EYFS record any work linked to the teaching of RE in a class book, whereas Children in KS1 and KS2 have individual work books to record the work they complete within RE. All work taught is referenced and linked to the key question at the beginning of the units.

We have excellent links with our local church. Our vicar is actively involved in the delivery of RE at the request of the class teacher to help with the delivery of key elements of the Christian faith.

Curriculum Impact

At Over St. John's we seek to ensure that all children in our school are educated to develop spiritually, academically, emotionally and morally to enable them to better understand themselves as well as others and the world around them and to cope with the opportunities, challenges and responsibilities of living in a rapidly changing, multicultural world. Through learning in RE, the children are able to make links between their own lives and those of others in their community and in the wider world, they are developing an understanding of other people's cultures and ways of life, which they are then able to communicate to the wider community. Through our sessions, children should be developing unit specific knowledge and understanding and be able to access key words to help them to discuss, recall knowledge and understand religion in society.

Religious Education should help pupils to:

- develop critical thinking skills';
- empathise, evaluate, question, relate and express;
- apply the lessons of the classroom to their personal interactions;
- look at the world with an inquisitive and unbiased perspective;
- use religious and philosophical thought to suggest solutions to human problems.

Teaching and Learning Style

We base our teaching and learning style in RE on the key principle that good teaching of RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum, whilst building on their own experiences and to extend their knowledge and understanding of religious traditions.

We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities and additionality for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting tasks which are open-ended and can have a variety of responses;
- grouping the children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using teaching assistants to support the work of individuals or groups of children;



Additionality across
the curriculum at Ove

REs contribution to SMSC (including British Values)

Through RE, we provide a variety of opportunities for spiritual, moral, social and cultural development.

Spiritual Development

There are many opportunities for spiritual development within religious education and this can be developed through:

- reflection on a range of human questions and experiences;
- recognition of the difference between right and wrong, through the study of ethical and moral questions;
- showing an awareness of the ways in which people are connected to one another.

Moral Development

- reflection on behaviour, principles, laws and societal expectations;
- development of qualities that foster wellbeing, kindness, selflessness and generosity;
- awareness of how moral choices are applied to their own experiences.

Social Development

- acquiring knowledge and attributes that provide pupils with a willingness to participate and work cooperatively;
- learning about society, the family and community;
- helping them to build a sense of identity in a multicultural society;
- recognising the importance of social and political aspects of life;
- participating in democratic activity.

Cultural Development by:

- broadening an awareness of forms of expression;

- reflecting on a range of cultural expression;
- identifying the link between culture and identity;
- being able to analyse and question the validity of culture and expression;
- exploring issues of religious faith and values and, in so doing; they develop their knowledge and understanding of the cultural context of their own lives.

Woven throughout the teaching of our Religious Education curriculum is the promotion of the British Values of tolerance of those of different faiths and beliefs and those of non-faith, mutual respect, individual liberty, democracy and rule of law. Through learning about different faith practices and really investigating what they mean for the individuals and through exploring and discussing how some people choose not to have and follow a religion or faith, children are encouraged to develop mutual respect and tolerance. Children will also begin to identify similarities and draw comparisons between different faiths and practices, which again enables them to learn to understand and respect the experiences of others as they too may have some experience of these themselves. Most children enjoy talking about their thoughts and beliefs within RE; and most children enjoy hearing about the lives of others too. By giving children the opportunity within RE to do this, we give the message that it is important to understand the beliefs of others and to listen to the story of another human being.

Our RE curriculum also promotes the idea that individuals have the right to choose what they believe. Through exploring different religions, we learn that not everyone is the same and people may choose to practice their faith in different ways. We also explore the idea that some people choose not to follow a religion or faith. This aims to demonstrate that people are at liberty to choose how they express their faith and what they believe in.

Children are also encouraged to think about the laws, commandments and expectations within a faith and how those rules would impact on their own lives as well as on the lives of the people within those religions.

Assessment and Reporting

Assessment is an integral part of planning, teaching and learning in RE. Children demonstrate their ability, learning and understanding in RE through a variety of different ways. Teachers will assess children's work in Religious Education by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher assesses the work using the schools agreed Feedback Policy and gives the child written or verbal feedback to help guide progress.

Within the CWAC Agreed Syllabus for RE, it stipulates that children's progress in RE will be monitored and tracked over time.

Assessment in RE reflects the expectations of the 2026 Statement of Entitlement. It is based on accurate and inclusive assessment of disciplinary knowledge and religious literacy.

Our current assessment process is based on the learning objectives, knowledge and skills from within our RE curriculum. Teachers assess whether each child has met the objective using the terms below, just at, securely at, above. This information is recorded on our Sonar Tracker system. This is based on the child's response to and understanding of the objective, whilst drawing on information and guidance from the planning to support judgments.

At the end of each academic year the progress within RE is reported to parents as part of the children's end of year report.

Resources

We have a small collection of religious objects but this is supplemented by the Education Library Service. We keep resources for religious education in a central store and a variety of Bibles are available in classrooms and our library.

Monitoring and Review

The RE Subject Leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. This is undertaken through the whole school subject co-ordinator monitoring cycle. They are also responsible for supporting colleagues in their teaching, keeping themselves and colleagues informed about current developments in the subject, and for providing a strategic lead and direction for RE in the school.

This policy will be reviewed every two years.

Signed: E Snowdon

Head Teacher

Signed: E Snowdon

RE Subject Co-ordinator

Date: March 2026

Review Date: March 2028