



RE Policy

Approved by:	Governing Body	Date: Autumn 2026
---------------------	----------------	--------------------------

Last reviewed on:	September 2026
--------------------------	----------------

Next review due by:	September 2027
----------------------------	----------------

BRIERLEY CE (VC) PRIMARY SCHOOL

Our Vision

At Brierley, God guides us as one family.
We learn, grow, and shine together in our community,
Nurturing hope, resilience, aspiration and forgiveness
Everyone is loved, celebrated, and supported to flourish.
Living God's love through our words, actions, and journey beyond our school,
following the example of Jesus.
Though we are many, we are one body, together we learn and grow.

Religious background

At Brierley CE (VC) Primary School, Religious Education is an integral part of our school life. We are a voluntary controlled primary school with a Christian foundation and, as such, Christianity forms the basis of all the teaching in the school and how we treat each other. Our Christian vision lies at the heart of all our teachings in school.

Rationale

Religious Education at Brierley CE (VC) Primary School ensures that the moral, physical, social, emotional and spiritual development of each child takes place in a caring atmosphere that recognises and values the Christian foundation and ethos of the school.

At Brierley CE (VC) Primary School we have an uncompromising commitment to valuing each member of our school community just as God values each one of his children. We recognise that both children and staff bring something special to the school and our job is to find it, nurture it and celebrate it. We are of the opinion that if we learn together and grow together then we will shine forever and be a light for those around us.

We will achieve this through:

- 'Living out' our Christian values (community, love, hope, resilience, aspiration and forgiveness)
- Nurturing a passion and thirst for learning.
- Building relationships with each other.
- Empowering one another to face life's challenges
- Modelling how to be active and responsible members of the community.

Everyone has something of value to offer and our hope is that as a school with staff, children, parents, and governors working closely together, we can be a positive influence in our community and in our world.

Aims and objectives

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Brierley CE (VC) Primary School we develop pupil's knowledge and understanding of world religions (Christianity, Islam, Judaism and Hinduism). Pupils reflect on what it means to have a faith and develop their own spiritual knowledge and understanding. We help children learn from religions as well as about religions.

The objectives of teaching Religious Education in our school are to help children:

- develop an awareness of spiritual and moral issues arising in their lives;
- develop knowledge and understanding of Christianity and other major world religions and value systems;

- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on own experiences and develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills, and make reasoned judgements about religious issues;
- have respect for other people's views, and celebrate the diversity in society.

Within the framework of the law, the Statement of Entitlement and the Barnsley Agreed Syllabus, our aims in RE are:

- To enable each child to explore our shared human experience and the questions of meaning and purpose which arise from our experiences
- To enable pupils to know about and understand the beliefs and practices of some of the great religions of the world, particularly those represented in Barnsley and Great Britain. Among these religions, Christianity has a particular place and is taught each year of the primary phase.
- To promote respect, sensitivity and cultural awareness by teaching about the religions represented in the region and the country.
 - To affirm each child in his/her own family tradition, religious or secular.
- To provide children with opportunities for spiritual, moral, social and cultural development.
- To develop the ability of pupils to think about, and develop for themselves, beliefs and values by which they can live through studying concepts celebration, the like sacred, authority, religious belief and lifestyle, and through exploring the fundamental questions of life.

Long Term Planning

We plan our Religious Education curriculum in accordance with the Barnsley Agreed Syllabus, using the 'Understanding Christianity' resource. We ensure that the topics studied in Religious Education build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

The long-term RE plan maps the religious education topics studied in each half term. The RE leader devises this plan in collaboration with teaching colleagues in each year group. This is done in accordance with the Statement of Entitlement and Barnsley Agreed Syllabus which states that Christianity is to be the main religious worldview studied in each year group equating to at least 50% of curriculum time and a range of religious and non-religious worldviews are to also be studied. At Brierley CE (VC) Primary School, pupils in Foundation Stage and Key Stage 1 study Christianity, Islam and Judaism. At Key Stage 2, these religions are revisited to deepen understanding and Hinduism is studied in addition.

Our medium-term plans/learning pathways outline the structured sequence of lessons, detailing learning objectives, core concepts, vocabulary and assessment outcomes.

Religious Education at Brierley CE (VC) Primary School explores these six questions from the Barnsley Agreed Syllabus:

Why are these words special?

Why are some places special?

How can faith contribute to community cohesion?

Why are some times special?

What can be learnt from the lives of significant people of faith?

How do I and others feel about life and the universe?

The Foundation Stage

We teach Religious Education to all children in the school, including those in the Reception class. In our Reception class, Religious Education is an integral part of the topic work covered during the year. Religious Education in Foundation Stage is taught through a variety of topics, based on the Early Years Foundation Stage, incorporating a range of opportunities that contribute to the emotional and spiritual development of the children. We relate the religious education aspects of children's work to the objectives set out in the Early Learning Goals which underpin curriculum planning. These opportunities provide a basis for the development of Religious Education in Key Stages 1 and 2.

Teaching and Learning

At Brierley CE (VC) Primary School we aim to provide a broad and balanced curriculum to help promote the spiritual, moral, cultural, mental and physical development of the children. This prepares them for the opportunities, responsibilities and experiences of adult life.

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religion and from religion, reflecting 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 pupils to think about their own views and values in relation to the themes and topics studied.

Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences of religious festivals to develop their religious thinking. We organise visits to local places of worship where possible, and invite representatives of local religious groups to come into school and talk to the children.

In Religious Education we are aware that children learn in different ways and use art, drama, discussions, debates, images, videos, ICT and other active learning strategies.

RE and inclusion

At our school we teach Religious Education to all children, whatever their ability and individual needs. Religious Education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our Religious Education teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. Work in Religious Education is also relevant, interesting and of educational value to all children, whatever their own religious or philosophical backgrounds.

Learning in Religious Education enables pupils to:

- respect self and be sensitive to the needs of others;
- respect every child's identity and worldview;
- promote understanding, empathy, and critical thinking;
- challenge inequalities and discrimination associated with race, religion, culture, gender, ability or socio-economic status.

At Brierley CE (VC) Primary School we believe that every learner can access, contribute to, and succeed in RE.

Visits to places of worship

We are able to visit our church of St Paul's in the immediate vicinity of the school, where clergy or other members of the church community are happy to meet with the pupils and be involved in Religious Education and other activities. We also visit different places of worship such as the St Luke's, Grimethorpe. As part of our learning about other faiths, practices and beliefs, we may welcome visitors from other faiths into school or visit different places of worship such as a Synagogue or Mosque.

Resources

We have sufficient resources in our school to be able to teach all our religious education teaching units. We keep resources for Religious Education in a central store where there is a box of equipment for each unit of work/religion. There is a collection of religious artefacts which we use to enrich teaching. These provide a sensory learning experience that develops engagement, understanding and discussion. Pupils are taught to handle these artefacts with care and consideration. There is a set of bibles in each classroom, and the school library has a good supply of RE topic books.

Spiritual, Moral, Social and Cultural development

Religious Education should make a very effective contribution to the spiritual development of all pupils. Opportunities for spiritual development should be an integral part of whole curriculum planning. However, Religious Education does have a specific role to play in ensuring that pupils learn from religion as well as learning about religion. All the major world religions acknowledge that there is a spiritual dimension to human life, and pupils should have the opportunity to explore feelings and emotions in ways which take them beyond the ordinary and everyday.

All pupils should experience and be enabled to respond to the spiritual dimension, and, as some may have had little opportunity to do this outside school, it is important to ensure that this area is built into the planning for teaching and learning.

Assessment and Progression

Assessment in RE uses both formative and summative methods to track and support learning. Formative assessment happens daily through class discussions and tasks to guide ongoing progress. Summative assessment happens at two clear points: once every half term after each unit of work to check specific topic knowledge and once every term to measure overall progress across the entire RE curriculum. This assessment provides evaluative information which the subject leader analyses and uses to address key issues.

Right of Withdrawal

Parents have the right to request for their child(ren) to be withdrawn from all or part of the RE provided. There is no requirement to provide reasons for the request but we would appreciate the opportunity to discuss the RE curriculum and arrangements for the withdrawal with parents. We may also wish to review such a request each year, in discussion with the parents. The right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or citizenship

Review and Monitoring

The RE leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. They are also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for RE in the school. The leader presents the headteacher with an annual report which evaluates strengths and weaknesses in the subject and indicates areas for further improvement. They have specially-allocated time for carrying out the vital task of reviewing samples of the pupil's work and visiting classes to observe teaching in the subject.

This policy will be fully reviewed every year but may be updated prior to this to reflect any national, local or school based initiatives.

September 2026