Religious Education Policy

Approved by	**Standards Committee**	**08/07/2026**
Last reviewed	**June 2026**	
Next review	**June 2027**	

Policy for Religious Education (RE)

St Meriadoc Infant and Junior of E Primary School Church of England School

Date of update 1st September 2026

In our school our Christian vision shapes all we do. **'Let your light shine' Matthew 5:16**

'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 life well together.' RE Statement of Entitlement (Feb 2019)

Policy Statement

Religious Education (RE) has a very high profile within St Meriadoc's school curriculum and makes a significant contribution to preparing pupils for life in modern Britain. Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills through different ways of knowing such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion and beliefs on the world. Christianity is taught as a living and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of other religious and non-religious worldviews. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for them to explore their own beliefs, questions of meaning and personal worldview.

Legal Requirements

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As a Church of England School we are required to follow the Cornwall agreed syllabus Cornwall Agreed Syllabus 2025-2030 drawn up by the Standing Advisory Council for Religious Education [SACRE]
As a Church of England School our governing body determines our RE curriculum, which is in accordance with the school's trust deed and in line with guidance from the Diocese of Truro to follow the Cornwall agreed syllabus.
As an academy at St Meriaodoc, we are independent of the local authority and not required to follow the national curriculum or the local RE syllabus. However, our curriculum must reflect 'that religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principle religious traditions present in Great Britain.'[Education Reform Act 1988]. The school teaches Religious Education according to the Cornwall agreed syllabus.

Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Purpose of RE

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage

- Teaching should equip pupils with systematic knowledge and understanding of a range of religious and non-religious worldviews, enabling them to develop their own ideas, values and identities.
- Religious Education contributes dynamically to children and young people by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.
- In RE pupils learn about religious and non-religious worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions.
- Pupils to weigh up the value of wisdom from different sources , to develop and express their insights in response and to agree/disagree respectfully. To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.
- RE should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and beliefs.
- Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts and other evidence. They should learn to articulate their own personal worldviews while respecting the right of others to be different.

Principal Aim of RE

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and worldviews, reflecting on their own ideas and ways of living

Teaching and Learning

Pupils at **St Meriadoc** encounter core concepts in religions and beliefs in a coherent way through both systematic and thematic units of work.

Teaching and learning encompasses three elements: Making Sense of Belief, Understanding the Impact and Making Connections. This allows for a range of questions reflecting different approaches e.g. theology, philosophy, sociology.

In line with the Church of England RE Statement of Entitlement [2019] at **St Meriadoc,** we aim to provide:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- The opportunity for pupils to deepen their understanding of the religious and non-religious worldviews as lived by believers.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources.
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.
- RE that makes a positive contribution to SMSC development and also to pupils' understanding of British values.

- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.

Implementation

Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning. They experience a variety of teaching and learning approaches and will work individually, in pairs and in groups at various times. Pupils will experience the reality of lived religion by going on visits and meeting visitors to connect with diverse religious and non-religious worldviews. There are three different types of knowledge in RE.

1. **Substantive knowledge** refers to the knowledge and understanding of various religious and non-religious traditions;
2. **Disciplinary knowledge** or "**ways of knowing**" refers to pupils learning how to know about these religious and non-religious traditions. Some of the different "ways of knowing" that the children will use in the Cornwall Agreed Syllabus include:
    - Asking and answering questions
    - Listening to different opinions and constructing arguments
    - Looking at data and creating surveys
    - Examining texts and stories from different faiths, cultures and beliefs
    - Evaluating arguments
    - Exploring case studies
    - Ethical thinking
    - Interpreting art and images
    - Looking at interviews
    - Observation
    - Expressing ideas and personal opinions
    - Reflecting on their own positionality and world view
    - Coming to conclusions
3. **Personal knowledge** is where pupils build an awareness of their own presuppositions and values about the religious and non-religious traditions that they study.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views and opinions are always treated with sensitivity and respect. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Reflecting **St Meriadoc's** trust deed, Christianity is the majority religion studied and forms at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, should be given to RE. This should aim to be close to 10% but no less than 5% in key stages 1 and 2

Resources

NATRE enhanced membership gives the school access to the RE Today Primary Curriculum. The Understanding Christianity resource is also used to enhance the teaching of Christianity. . Curriculum Kernewek planning is used to help to teach the Cornish units from the Cornwall Agreed Syllabus. Artefacts relating to the religions studied are available in both schools and are used to enhance teaching and learning by providing pupils with opportunities to explore religious beliefs and practices through first-hand experiences. As well as this, we also invite speakers from different faith groups into both schools to share their beliefs, experiences and perspectives, giving pupils opportunities to hear first-hand accounts of religious beliefs and practices and develop their understanding, respect and appreciation of different worldviews.

Assessment

Assessment in Religious Education will:

- Involve identifying suitable opportunities in the RE Today Primary Curriculum.
- Be directly related to the outcomes in the Cornwall Agreed Syllabus.
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge.
- Recognise the range of skills and attitudes which the subject seeks to develop through the ways of knowing.
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy.
- Include pupil self-assessment.
- Enable effective tracking of pupil progress to identify areas for development in pupil's. knowledge and understanding, as well as whole school areas for development.
- Enable effective reporting to parents.

Monitoring, Evaluation, Assessment, Recording, Reporting

- Governors have responsibility for monitoring how the RE in the school reflects its Christian vision.
- The headteacher has overall responsibility for monitoring and evaluation.
- The RE subject leader will assist the headteacher by monitoring long term and medium-term plans.
- The RE subject leader will assist the headteacher by monitoring RE through focused work scrutiny.
- The subject leader will keep a file of examples of work to demonstrate continuity and progression.
- The subject leader will manage resources.
- The subject leader will endeavour to keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate.
- The subject leader will facilitate the sharing of good practice.
- The subject leader will be responsible for drawing up an action plan for Religious Education.
- Generally, this will be an annual plan and should be informed by this policy.

Staff training and development

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is either 'in house' or through diocesan or other support. The RE subject leader attends local network meetings through the Cornwall Primary LTLRE Hub as well as trust wide networking opportunities and involvement in the Truro Diocese Flourishing Schools Programme.

Managing the right to withdraw from RE

At **St Meriadoc** school, RE is taught as an engaging, inclusive and enquiry-led subject, open to all and at the centre of the curriculum, and it is hoped that all parents understand the value of this for all children. However, parents do have a right by law to withdraw their children from Religious Education lessons. In this event, we will undertake responsibility for their supervision with regard to health and safety. We always encourage parents to discuss any concerns they may have about the RE curriculum with the headteacher before making a final decision. Requests for full or partial withdrawal need to be made to the headteacher in writing. Where a pupil is withdrawn from RE lessons, the school will make appropriate arrangements for their supervision and care during this time, in accordance with its usual safeguarding and health and safety procedures.

Date of last review: 1st September 2026

Headteacher signed: S.Wilkins
Date: 1st September 2026

Chair of Governors signed: L.Wilkes
Date: 1st September 2026