

St Wilfrid's CE Primary School



Parable of the Mustard Seed Mark 4: 30-32
"We will ensure children acquire the skills and knowledge our children need to thrive and flourish."

Religious Education Policy

Our Mission Statement is:

Our Christian school exists to provide a welcoming environment in which everybody is cherished and challenged to fulfil their potential.

Our three key values we embrace are:
Belonging, Believing and Becoming

Article 6: The right to be alive.

Article 12: The right to give your opinion.

Article 14: The right to choose your own religion and beliefs.



Article 24: The right to healthcare, safe water, nutritious food and shelter.

Article 28: The right to a good quality education, where you're encouraged to reach your full potential.

Article 31: The right to rest and play.

Review Date	By Whom
September 2024	Helena Miller and Jenna Melody
Next Review: September 2026	Jenna Melody

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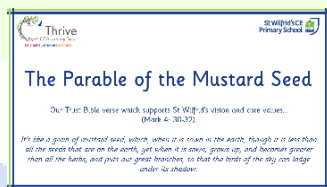
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1: Statement of Intent

The place of Religious Education at St Wilfrid's CE Primary School is to inform our understanding and celebrate the Christian foundation of our school. It is also to understand and embrace those of all faiths or none. As a Church of England school, Religious Education has a high priority in our curriculum and every child is a priority. We strive to ensure that our children are equipped with the skills needed to meet the challenges of our ever-changing world and make their own positive contributions to our global society.

Our **Trust Vision** from Mark 4: 30-32 represents the journey of growth all pupils within our Trust schools will take:

It's like a grain of mustard seed, which, when it is sown in the earth, though it is less than all the seeds that are on the earth, yet when it is sown, grows up, and becomes greater than all the herbs, and puts out great branches, so that the birds of the sky can lodge under its shadow.



← Click the link to watch the video of Our Trust Vision

Our **Core Values** of Belonging. Believing. Becoming, reinforces the key messages from the parable to all the family of schools.

Belonging Believing Becoming

Belonging	Believing	Becoming
▪ Rooted within the community we serve. ▪ Aspire to be part of a larger 'family' or schools where we can thrive, develop and continue to grow. ▪ Within our school community, develop deep social responsibilities.	▪ Aspire to achieve the very best outcomes for our pupils and create an environment where people can fully utilise their gifts and talents. ▪ Committed to a culture of school improvement, innovation and school improvement. ▪ Invest time to strengthen our Trust; engaging and contributing to meetings, projects and activities.	▪ Be outward facing, finding ways to improve, develop and enhance the experiences of all our pupils and develop the knowledge and expertise of staff. ▪ Play a key role in the success of our 'family' of schools, sharing knowledge and good practice, providing support. ▪ Use our autonomy to further develop and enhance the educational experiences for our children, encouraging innovation.

Through carefully considered and structured planning our RE Curriculum encourages children to:

- Explore the 'big' questions in a safe, caring and nurturing space.
- Understand the impact that faith has on the lifestyles of those with or without beliefs (Humanism).
- Discover how people of faith and no faith express their beliefs and explain their ideas.
- Show the British Value of **Mutual Respect and Tolerance** to all beliefs.

As A Rights Respecting School we seek to lead pupils to the point where they can appreciate and develop their own awareness of faith. Articles: 6, 12, 14, 24, 28, 31 are found on the front of the policy and have been chosen by our children, through discussion and democratic votes across the school.

2: Legal framework

The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum and that it is compulsory for all registered pupils. 'Religious Education encompasses non-religious world views. This policy has due regard to statutory guidance. R.E. must be taught according to the locally agreed syllabus. At St Wilfrid's CE primary School, we follow the Manchester Diocesan Agreed Syllabus, which incorporates resources and materials from Understanding Christianity and NATRE. This offers a coherent approach to the teaching and learning of Christianity alongside other world religions. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

Legal parental right to withdraw

The Worship and Religious Education provided by the school is in accordance with the Church of England. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.' In these instances, parents are invited to meet with the Headteacher and the RE Lead and are asked to confirm their right to withdraw in writing.

3: Aims of RE

1. Develop knowledge and understanding of the Christian beliefs and practices so that they understand the importance of the Bible, the role of the church and recognise that for Christians their faith provides a way of interpreting life and its meaning.
2. Develop knowledge and understanding of the beliefs and practices of some of the other principal religions and non-religious world views in Britain.
3. Understand how belief impacts on culture, relationships, values and lifestyle.
4. Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
5. Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.
6. Explore ways in which religious values and teaching have an impact on actions and decisions for people

of faith.

7. Be supported in their own search for meaning and purpose in life.
8. Develop a sense of awe, wonder and mystery.
9. Explore concepts of love, forgiveness and sacrifice.
10. Develop skills of reflection, empathy, communication, analysis, investigation, interpretation and reflection.
11. Develop attitudes of respect, sensitivity, open mindedness and self-esteem

4: Curriculum Overview

2-yearly Cycle Overview

St Wilfrid's CE Primary School 		RE Curriculum Overview New Syllabus: September 2024 Implementation					 Thrive CE Academy Trust Belonging Believing Becoming	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
EYFS (Nursery) Not Compulsory	Theme: Myself and My Special Things	Theme: Special Times and Christmas	Theme: Our Community and People who help us	Theme: The Natural World and My Senses	Theme: Special Places	Theme: Special Stories		
EYFS (Reception)	Why is the word 'God' so important to Christians? (F1)	Why is Christmas special for Christians? (F2)	Being special: where do we belong? (F4) Christian Value: Community	Why is Easter special for Christians? (F3)	Which places are special and why? (F5)	Which stories are special and why? (F6)		
KS1 (Year 1 & 2) Cycle B	1.1 What do Christians believe God is like?	1.3 Why does Christmas matter to Christians? Luke's Gospel	1.7 Who is Jewish and how do they live? Judaism		1.4 What is the 'good news' Christians believe Jesus brings?	1.9 How should we care for others and for the world, and why does it matter? Christians Jews		
KS1 (Year 1 & 2) Cycle A	1.6 Who is a Muslim and how do they live? Islam		1.2 Who do Christians say made the world?	1.5 Why does Easter matter to Christians?	1.8 What makes some places sacred to believers? Christians Muslims	1.10 What does it mean to belong to a faith community? Christians Muslims Jews		
LKS2 (Year 3 & 4) Cycle B	2.1 What do Christians learn from the Creation story?	2.2 What is it like for someone to follow God?	2.9 How do festivals and worship show what matters to a Muslim? Islam	2.10 How do festivals and family life show what matters to Jewish people? Judaism	2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? Christians Muslims Jews		
LKS2 (Year 3 & 4) Cycle A	2.3 What is the 'Trinity' and why is it important for Christians?	2.7 What do Hindus believe God is like? Hinduism	2.8 What does it mean to be Hindu in Britain today? Hinduism	2.5 Why do Christians call the day Jesus died 'Good Friday'?	2.6 For Christians, when Jesus left, what was the impact of Pentecost?	2.11 How and why do people mark the significant events of life? Christians Hindus		
UKS2 (Year 5 & 6) Cycle B	U2.1 What does it mean if Christians believe God is holy and loving?	U2.8 What does it mean to be a Muslim in Britain today? Islam	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people? Judaism	U2.4 Christians and how to live: 'What would Jesus do'?	U2.10 What matters most to Humanists and Christians? Christians Muslims Jews		
UKS2 (Year 5 & 6) Cycle A	U2.2 Creation and Science: conflicting or complementary?	U2.11 Why do some people believe in God and some people not? Christians and Non-religious	U2.7 Why do Hindus want to be good? Hinduism	U2.5 What do Christians believe Jesus did to 'save' people?	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?	Activate Windows	

Cycle B: 2024 – 25

RE Curriculum Overview

Cycle B: 2024 – 25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (Nursery) Not Compulsory	Theme: Myself and My Special Things	Theme: Special Times and Christmas	Theme: Our Community and People who help us	Theme: The Natural World and My Senses	Theme: Special Places	Theme: Special Stories
EYFS (Reception)	Why is the word 'God' so important to Christians? (F1) (NATRE Unit 1)	Why is Christmas special for Christians? (F2) (NATRE Unit 2)	Being special: where do we belong? (F4) Christian Value: Community (NATRE Unit 3)	Why is Easter special for Christians? (F3) (NATRE Unit 4)	Which places are special and why? (F5) (NATRE Unit 5)	Which stories are special and why? (F6) (NATRE Unit 6)
KS1 (Year 1 & 2) Cycle B	1.1 What do Christians believe God is like? (NATRE Unit 10)	1.3 Why does Christmas matter to Christians? Luke's Gospel (NATRE Unit 8)	1.7 Who is Jewish and how do they live? Judaism Unit (NATRE Unit 9)	1.4 What is the 'good news' Christians believe Jesus brings? Part 1 (NATRE Unit 13)	1.4 What is the 'good news' Christians believe Jesus brings? Part 2 (NATRE Unit 14)	1.9 How should we care for others and for the world, and why does it matter? Christians Jews (NATRE Unit 12)
LKS2 (Year 3 & 4) Cycle B	2.1 What do Christians learn from the Creation story? (NATRE Year 3, Unit 23)	2.2 What is it like for someone to follow God? (NATRE Year 3, Unit 19)	2.9 How do festivals and worship show what matters to a Muslim? Islam Unit (NATRE Year 3, Unit 21)	2.10 How do festivals and family life show what matters to Jewish people? Judaism Unit (NATRE Year 3, Unit 22)	2.4 What kind of world did Jesus want? (NATRE Year 4, Unit 25)	L2.12 How and why do people try to make the world a better place? Christians Muslims Jews (NATRE Year 3, Unit 24)
UKS2 (Year 5 & 6) Cycle B	U2.1 What does it mean if Christians believe God is holy and loving? (NATRE Year 5, Unit 31)	U2.8 What does it mean to be a Muslim in Britain today? Islam Unit (NATRE Year 5, Unit 32)	U2.3 Why do Christians believe Jesus was the Messiah? (NATRE Year 6, Unit 38)	U2.9 Why is the Torah so important to Jewish people? Judaism Unit (NATRE Year 5, Unit 33)	U2.4 Christians and how to live: 'What would Jesus do?' (NATRE Year 6, Unit 37)	U2.10 What matters most to Humanists and Christians? Christians Muslims Jews (NATRE Year 5, Unit 36)

Cycle A: 2025 – 26

RE Curriculum Overview

Cycle A: 2025 – 26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS (Nursery) Not Compulsory	Theme: Myself and My Special Things	Theme: Special Times and Christmas	Theme: Our Community and People who help us	Theme: The Natural World and My Senses	Theme: Special Places	Theme: Special Stories
EYFS (Reception)	Why is the word 'God' so important to Christians? (F1) (NATRE Unit 1)	Why is Christmas special for Christians? (F2) (NATRE Unit 2)	Being special: where do we belong? (F4) Christian Value: Community (NATRE Unit 3)	Why is Easter special for Christians? (F3) (NATRE Unit 4)	Which places are special and why? (F5) (NATRE Unit 5)	Which stories are special and why? (F6) (NATRE Unit 6)
KS1 (Year 1 & 2) Cycle A	1.6 Who is a Muslim and how do they live? Islam Unit - Part 1 (NATRE Unit 15)	1.6 Who is a Muslim and how do they live? Islam Unit - Part 2 (NATRE Unit 17)	1.2 Who do Christians say made the world? (NATRE Unit 7)	1.5 Why does Easter matter to Christians? (NATRE Unit 16)	1.8 What makes some places sacred to believers? Christians Muslims (NATRE Unit 18)	1.10 What does it mean to belong to a faith community? Christians Muslims Jews (NATRE Unit 11)
LKS2 (Year 3 & 4) Cycle A	2.3 What is the 'Trinity' and why is it important for Christians? (NATRE Year 3, Unit 20)	2.7 What do Hindus believe God is like? Hinduism Unit (NATRE Year 4, Unit 27)	2.8 What does it mean to be Hindu in Britain today? Hinduism Unit (NATRE Year 4, Unit 29)	2.5 Why do Christians call the day Jesus died 'Good Friday'? (NATRE Year 4, Unit 28)	2.6 For Christians, when Jesus left, what was the impact of Pentecost? (NATRE Year 4, Unit 26)	2.11 How and why do people mark the significant events of life? Christians Hindus (NATRE Year 4, Unit 30)
UKS2 (Year 5 & 6) Cycle A	U2.2 Creation and Science: conflicting or complementary? (NATRE Year 5, Unit 34)	U2.11 Why do some people believe in God and some people not? Christians and Non-religious (NATRE Year 6, Unit 42)	U2.7 Why do Hindus want to be good? Hinduism Unit (NATRE Year 6, Unit 39)	U2.5 What do Christians believe Jesus did to 'save' people? (NATRE Year 6, Unit 41)	U2.6 For Christians, what kind of king is Jesus? (NATRE Year 6, Unit 41)	U2.12 How does faith help people when life gets hard? (NATRE Year 6, Unit 41)

5: Teaching and Learning

St Wilfrid's is a Church school and so the teaching of RE lies at the very heart of the curriculum:

The scheme of work for RE maintains a balance between 'Learning about Religions' and 'Learning from Religions'. There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus (Manchester Agreed Syllabus). The scheme of work ensures that there is continuity and progression for pupils and opportunities for assessment in both attainment targets. A range of visitors are invited to support the teaching of RE, and where possible, there are planned visits to places of worship. In this school the faiths taught in RE at KS1 are Christianity, Judaism and Islam and at KS2 Christianity, Hinduism, Islam and Judaism as well as non-religious world views. RE will be prioritised within the organisation of the curriculum aiming to dedicate 10% of curriculum time to RE and not less than 5%. RE is taught across the school as weekly RE lessons.

Religious Education at St Wilfrid's helps pupils to:

- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with other faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- Understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.;

It is necessary in today's world that children should be encouraged to foster a respect for the followers of the other world faiths. It is essential that this respect is based on an accurate and sympathetic understanding of those faiths.

Therefore, at St Wilfrid's RE also help pupils to:

- learn about other faiths, their beliefs, traditions and practices and from them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.

Religious Education at St Wilfrid's provides the children with:

- opportunities to explore the experience of the Church's year;
- study of the story of the local Christian community with its saints and martyrs;
- visits to places of worship, especially the local Church and a Cathedral, to develop the understanding of the Church as a living community;

- welcoming visitors from the local parish to share their experience of Christian belief and life;
- liaison with the local parish to enable these visits and links to occur;
- skills to confidently use religious language to express knowledge and opinions;
- visual focus on the Bible, also through graphics;
- the facility to listen to Christian 'psalms, hymns and spiritual songs' from a wide variety of traditions;
- access to Christian artefacts that are used with care, respect and confidence;

Religious Education at St Wilfrid's enables:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from other faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

Using Knowledge Organisers

Knowledge Organisers are used at the beginning of each unit. These are studied and pupils further their understanding of the information in their Knowledge Organiser throughout the unit. Pupils are encouraged to use their Knowledge Organisers throughout their learning, in particular during Retrieval Quizzes. An example of this has been displayed below. More examples can be found on our website:

Cycle B

Who is Jewish and how do they live?

Syllabus Unit 1.7
NATRE Unit 9

St Wilfrid's CE Primary School

God → Creation → People of God → Incarnation → Gospel → Salvation → Kingdom of God

Star of David

Torah

Mezuzah Box

Manchester Jewish Synagogue

Key Vocabulary

Synagogue: the Jewish place of worship, sometimes called a shul.

Torah: the Jewish holy book made up of the five books of Law.

Jewish: relating to the religion of Judaism.

Mezuzah: a small scroll with words from the Torah written on it and contained in a small rectangular mezuzah box.

Shabbat: a day of rest for Jewish people, the seventh day of the week.

Shema: A Jewish prayer.

God: all powerful being who Jewish people believe created the world.

Chanukah: a Jewish festival that remembers the winning back of the Second Temple and the miracle of the tiny amount of oil.

Dreidel: a four-sided spinning top played during the festival of Chanukah.

Star of David: the recognized symbol of Judaism.

Important Information:

Jewish people have many items in their homes which help them show that they follow the Jewish faith.

This may include a **mezuzah** box which contains the **Shema**, a very important prayer from the **Torah** which tells Jews about their relationship with **God**. The mezuzah box can be seen on doorposts in Jewish homes and Jewish people will touch it as a reminder of their faith.

Sometimes there will be a **Star of David** on a mezuzah box or somewhere else in a Jewish home to show people that the home is a Jewish home. You can also find a Star of David in a **synagogue** to show it is a Jewish place of worship.

Some Jewish people will also keep **Shabbat** when they will not work or travel and will have a special meal to remember the day God rested when he had created the world. Many Jewish people will also go to the synagogue to show what an incredibly important day it is.

Jewish people will also have celebrations and festivals throughout the year to remember specific events and important times. One of those is the festival of **Chanukah** which helps Jewish people remember when there was only enough oil to keep the temple menorah lit for one day but it stayed alight for eight days. Some of these stories are in the **Torah** such as the story of David and Goliath.

Generosity

Forgiveness

Community

Compassion

Perseverance

Respect

Thrive
CE Academy Trust
Belonging Believing Becoming

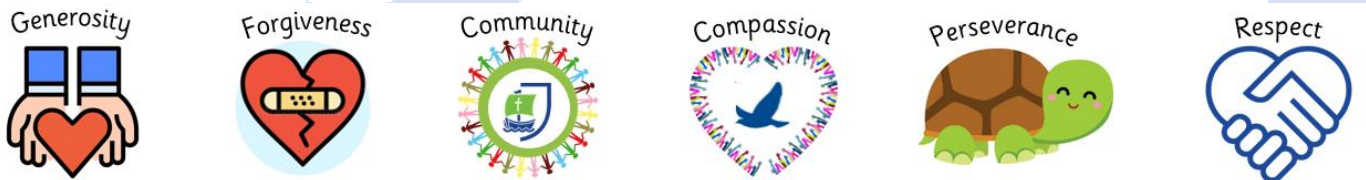
NATRE
National Association of Teachers
of Religious Education

THE CHURCH
OF ENGLAND
Diocese of Manchester

6: Spiritual, Moral, Social and Cultural Development

School's Christian Values

RE along with all the other subjects in the curriculum, should contribute, to the promotion of the school's distinctive Christian Values. Making connections between the values and learning in RE will bring about greater understanding of these values, where they come from and how they can be put into practice across a range of experiences.



British Values

RE provides opportunities to promote and discuss the 'British Values' of democracy, the rule of law, individual liberty & mutual respect. These discussions may also play a part in helping schools with their new duties in terms of preventing individuals from being drawn into terrorism. Church of England Schools should see themselves as part of the solution to the threat of radicalism. This should involve not just trying to prevent the development of an extremist view but should be more about promoting a positive vision of the contribution of different religions. This means high quality religious education should equip children with accurate information, critical skills and that pupils should be taught that those who advocate violence and hatred in the name of God are distorting their faith.



Spiritual, Moral, Social and Cultural Development

SMSC prepares pupils for the opportunities, responsibilities and experiences of later life. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. Church schools are particularly concerned about the holistic development of children and young people and recognise that a good education is about forming people who have the moral strength and spiritual depth to live a fulfilled life in a society that is marked by rapid change, global competition and insecurity. RE should play a key role in this.

Spiritual development is about awe and wonder, asking questions, inspiration and being aware of something 'bigger' outside of ourselves.

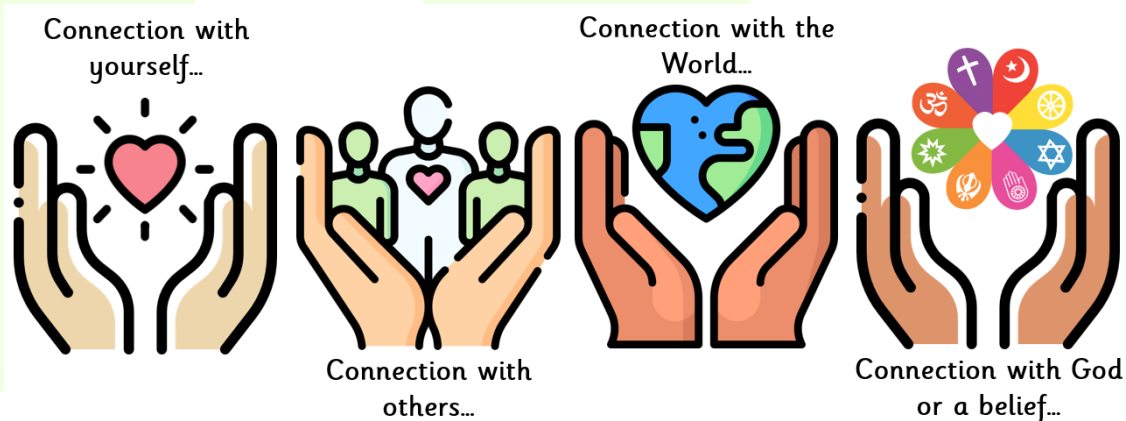
Spirituality doesn't have the **same meaning** for everybody and can differ. Spirituality is about an **inner sense of connection** to the people and the world around you. Spirituality is how people connect **deeply**. Spirituality is a **deep connection** to the world. Spirituality is about **finding meaning and purpose**.



Moral development is based on the teachings of Jesus Christ, which offer pupils a secure foundation stone on which to make decisions and build their lives.

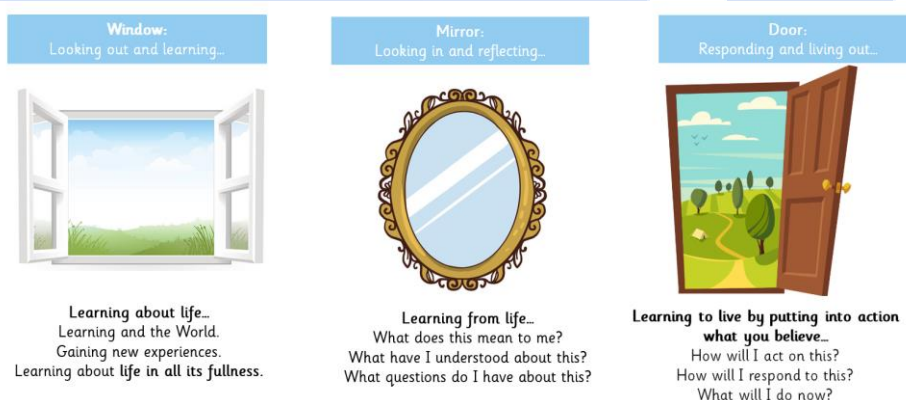
Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice.

Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.



Windows, Mirrors and Doors

Using the Windows, Mirrors and Doors approach pupils are encouraged to think deeply and reflect on themselves. At St Wilfrid's, we are able to deliberately plan for such spiritual development by allowing time for these simple things: encouraging increased awareness of the world, its wows and ows, finding ways in which this can be reflected on with others' support and exploring a range of creative ways to live out and put the 'faith' which is growing from this, into practice.



An example of what this looks like in a lesson:



7: RE and Inclusion

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 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.

8: Monitoring, Assessment and Reporting

The RE Subject Leader, in partnership with the phase leaders, is responsible for the monitoring and reviewing of the teaching of RE in school and for reporting standards in RE to the Governing Body. This includes, work scrutiny, pupil interviews, lesson observations and the review of assessment data. The RE Leader is responsible for ensuring that RE is appropriately resourced.

Assessments are carried out on a half-termly basis in line with recommendations in the Manchester Agreed Syllabus. Teachers will also assess children throughout a unit of work using Learning Outcomes listed in the syllabus. At the end of each unit, pupils complete an End of Unit Quiz, which assesses pupils' understanding against the learning outcomes, including vocabulary.

Class Teachers report on standards in RE to parents in the children's annual progress report.