

# ST PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL



The Green, Cassington, Oxfordshire. OX29 4DN

E-mail: [office.3651@st-peters.oxon.sch.uk](mailto:office.3651@st-peters.oxon.sch.uk) Tel: 01865 880443

Website: [www.st-peters.oxon.sch.uk](http://www.st-peters.oxon.sch.uk)

Headteacher: Mr Jon Jeffries



## Religious Education Policy

### September 2025

This policy was agreed by Governors on:

Date:.....24<sup>th</sup> September '25.....

To be reviewed:.....September '27.....

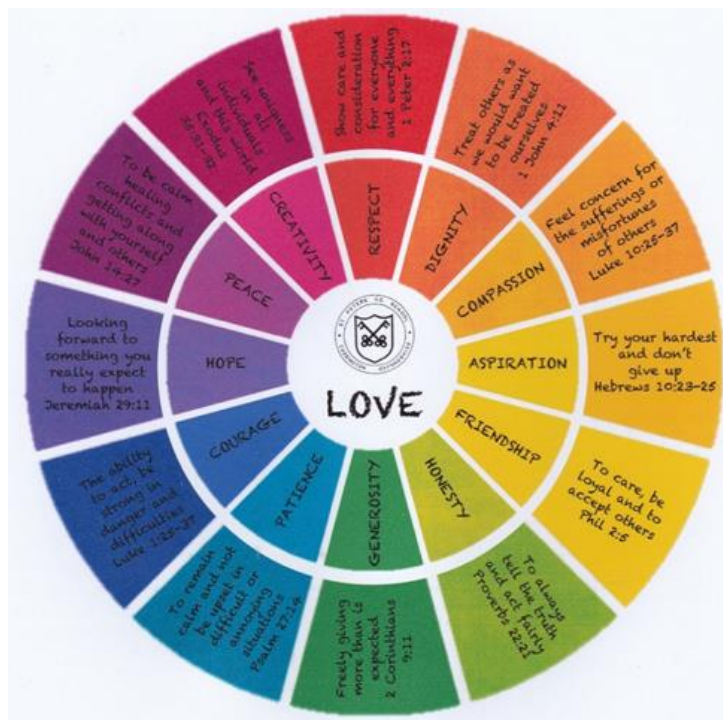
Chair of Governors:.....Anne Armitage.....

Headteacher: .....Jon Jeffries.....

## Vision and Values at St.Peter's School

**Unlocking minds that learn, hearts that love, faith that gives.**

Everyone at St.Peter's is encouraged to embrace life with the boldness and hope of Peter, who stepped out of the boat, walked on water and achieved the impossible. Through Christian worship, values and love, helping hands are offered to support every member of our community to reach their potential.



Unlocking....

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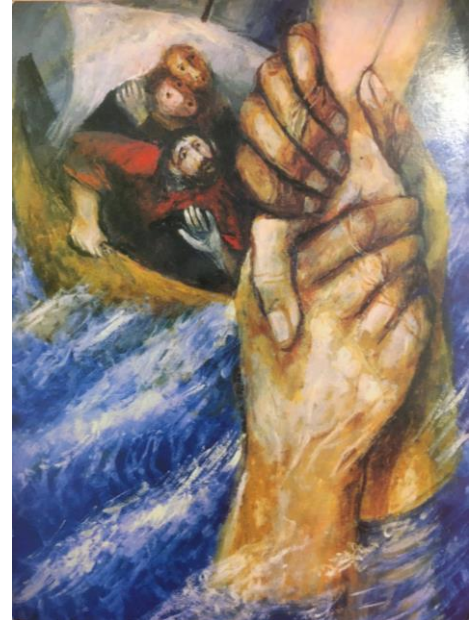
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We are inspired by many of the stories of St. Peter from the Christian gospels, especially the occasion when he was in a boat with the other disciples (Matthew 14 v 22-33):

- The boat was buffeted by the wind and the waves.
- Jesus came to them walking on the water.
- They were terrified thinking they had seen a ghost.
- When they realised it was Jesus, Peter said, "Tell me to come to you on the water."
- Amazingly, Peter did what he never thought was possible and walked out to Jesus on the water - that is, until he took his eyes off Jesus and looked at the scary waves!
- He started to sink but Jesus took his hand and brought him safely to the boat.



This story inspires us at St. Peter's to try things we never imagined possible - in our learning, in the love we have for those around us and further afield, and in our generous striving for good in this world. All this in an environment where there are many sources of support and help, where we are deeply valued, and where even our mistakes are transformed into opportunities to learn, develop and flourish in the life God has given us. The circle below shows what we value most at St Peter's. Taken from Peter's letters and life-changing encounter with Jesus, they are at the heart of our learning and life together.

## Verse

God has given each of you a gift  
from his great variety of spiritual gifts.  
Use them well to serve one another.

[Peter's first letter: 4 v 10](#)

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## Introduction

In St. Peter's School, RE plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and none. RE has the same high status as any other subject and contributes to the overall development of our pupils from all backgrounds and traditions.

As Peter was given the keys to the kingdom of God, so the hope is that through the teaching of RE, children at St. Peter's School will be given the keys to unlock their hearts and minds, developing knowledge and understanding of how faith impacts on people's lives. Learning about people of all faiths, in RE, is underpinned by the twelve values which are the embodiment of the school's Christian vision. Peace, friendship, honesty, hope, generosity, courage, compassion, dignity, creativity, respect, patience, aspiration and love are all reflected in the way in which RE is taught at the school. St Peter's School promotes Christian values and fosters an environment of spirituality, creativity and respect where everyone, of all faiths, is valued, living out Peter's words:

"Above all, love each other deeply" 1 Peter 4:8

## The Legal Position

Every maintained school in England must provide a basic curriculum (RE, sex and relationship education and the National Curriculum). This includes provision for RE for all registered pupils at the school except for those withdrawn by their parents (see paragraph below). As a Voluntary Aided school, St. Peter's provides religious education, for all pupils registered at the school, in accordance with its Trust Deed. Following advice from the Oxford Diocesan Board of Education, the governors decided that religious education at St. Peter's should be based upon the Oxfordshire Locally Agreed Syllabus while also reflecting the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019. The statutory section 48 (SIAMS) inspection will evaluate RE and the way that it expresses the Christian vision of the school and look for evidence of progress and attainment. Religious education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

## Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious worldviews that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none. This is religious literacy.

Therefore, the aims of RE in our school are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.

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- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking.
- To give children the keys to unlock their hearts as they develop spiritually and to unlock their minds as they develop academically.

## Curriculum and Time Allocation

The RE curriculum at St. Peter's School, has been approved by the governors. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. **At least 50% of the time is devoted to Christianity.** Other religions are taught in line with the Oxfordshire Agreed syllabus (2023): Judaism in KS1 with a short focus on Sikhism; Hinduism, Islam, Humanism and other non-religious worldviews in KS2.

Below are the core questions and enquiries from the Oxfordshire Agreed Syllabus (2023), for each Key Stage.

### KS1 Core Questions:

- A. How does our background influence who we are?
- B. How does belonging to a religion or group affect people's lives?
- C. How should we behave and treat others and the world?

### KS1 Enquiries:

1. What does it mean to be me?
2. How important is belonging to a group for people?
3. What makes some people important?
4. Why are some places important?
5. What makes some things sacred to some groups of people?
6. What makes some stories so important to different people?
7. Why is it important to look after our world?
8. Why do people celebrate important occasions?

### Lower KS2 Core Questions:

- A. What is most important in life?
- B. How do people show what is most important to them?
- C. How does this affect their attitudes to themselves, other people and the world around them?

### Lower KS2 Enquiries:

1. How and why do people worship?
2. Are places of worship really needed?
3. What holds communities together?
4. How do religions express their beliefs about God?

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5. Why are sacred texts and holy books so important?
6. What do celebrations show about what we think is important in life?

## Upper KS2 Core Questions:

- A. What do people believe about life, the world and the good life?
- B. Where do these beliefs, attitudes and ways of living come from?
- C. How are these expressed in the lives of individuals and communities?

## Upper KS2 Enquiries:

1. Why do religions or non-religious groups celebrate important moments in life?
2. Why is pilgrimage so important to some religious communities?
3. Do all members of a religious or non-religious community believe and live in the same ways?
4. How did the religions and other worldviews begin?
5. How do our beliefs influence the way we treat the world?
6. What do the religions and other worldviews suggest about how people should live their lives?

RE is taught on a two-year rolling programme on account of classes being arranged in vertical year groups. The long-term plan for the teaching of RE has been devised drawing on units from the Oxford Diocesan Board of Education scheme of work (2023) and Understanding Christianity, thus ensuring that the requirements of the Oxfordshire Agreed Syllabus (2023) are met. The majority of units teaching Christianity are planned from The Understanding Christianity scheme.

The total time for RE is between 5% and 10%. Most of the time, RE is taught in dedicated lessons. If appropriate it may be taught in blocks of lessons or in cross-curricular settings. **The time dedicated to RE is separate from the time given to Collective Worship.** In KS1 this will amount to approximately 36 hours per year; in KS2 this rises to 45 hours per year.

In the Early Years and Foundation Stage, children explore religions and cultures, providing rich opportunities for children's spiritual, moral, social and cultural development. This also helps children to develop knowledge and understanding about where they belong within their family and the wider community. It also promotes the development of appropriate religious vocabulary. Early Learning Goals (ELGs) form the basis of planning and assessment for RE in EYFS. The areas of learning and Specific ELGS particularly appropriate to RE are:

### Communication and Language

ELG: Listening, Attention and Understanding

ELG: Speaking

### Literacy

ELG: Comprehension

ELG: Writing

### Understanding the World

ELG: Past and Present

ELG: People, Culture and Communities

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- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

## **Expressive Arts and Design**

ELG: Creating with Materials

ELG: Being Imaginative and Expressive

Children in Foundation Stage will be developing the following attitudes and skills:

- A sense of curiosity
- Respect for themselves and others
- Interest and enjoyment in discovery
- Empathy and open-mindedness
- Commenting and asking questions
- Expressing feelings and preferences

## **Teaching, Learning and Assessment**

RE is taught using an enquiry-based approach, which is challenging and robust.

An enquiry-based approach is focused on Big Questions and is an investigative approach, as recommended by the Oxford Diocesan Scheme of Work and Understanding Christianity. It is recommended in the National Statement of Entitlement.

Learning is organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with fundamental British Values. All faiths are treated respectfully, and opportunities are made to engage in age-appropriate, meaningful discussion. Where possible pupils encounter believers and visit places of worship, to enhance their understanding.

A variety of resources, styles, and techniques are used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background. In accordance with the school's SEND and Equal Opportunities policies and the Valuing All God's Children (2017) document, the teaching of RE is planned and taught so all children can engage effectively with the subject.

Learning in RE is differentiated in the same way as in other subjects. For each lesson, there is a clear Learning Objective and three I Can statements. Each of the I Can statements is written using the principles of Blooms taxonomy and therefore offers an increasing level of challenge for all children.

At the start of each unit of RE work, a KCV document is produced to outline the knowledge, key concepts and vocabulary for that unit. Key questions which will form the basis of each lesson are outlined on the KCV. This

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KCV document is put into the child's RE book and is shared with parents via the school website. Children keep the same RE book throughout their time in KS1 and in KS2, allowing for new learning to be built on previous learning and for progress to be clearly identified.

Assessment procedures are robust. Students engage in a variety of activities which enable teachers to assess what they have learnt. At the beginning of a new unit, children will have the opportunity to respond to the key questions of the unit, establishing the extent of their prior knowledge. These same questions are revisited at the end of the unit highlighting new learning and progress that has been made. At the end of each unit, teachers record the names of children who have met the end of unit expectations, those who have exceeded and those who have not yet met the expectations. These judgements are then used to inform future planning. The end of unit records for each class are kept electronically on the school shared drive for easy reference by the next class teacher, also enabling the subject leader to track progress of individuals and groups over time.

At the end of each academic year, parents are informed via their child's end of year report as to whether their child is working at age-related expectation for RE, above or below it.

## Monitoring and Evaluation

The RE subject leader monitors teaching and learning in RE in accordance with the school's curriculum document and shares outcomes with the headteacher. At regular intervals throughout the year, the RE subject leader has the opportunity to monitor RE books from each class. They observe teaching, conduct book and planning reviews as well as pupil interviews, when appropriate, to assess the quality of teaching and learning. The headteacher and governors ensure that adequate monitoring takes place and that the impact of such activity is assessed. The governor responsible for RE liaises with the subject leader at regular intervals, so that highlights and next steps of teaching and learning in RE can be shared.

## Resources

The RE subject leader ensures that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources include source materials (e.g. Bibles, visitors, artefacts where appropriate) and are treated with respect by all staff. The Oxford Diocese RE Leadership Development Network is an important source of CPD for the RE subject leader, with termly meetings. As a result of which, subject knowledge and details of the most up to date resources are cascaded to other staff in school.

## The Right of Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can exercise their right to withdraw from teaching the subject. However, the hope is that all parents and teachers will feel comfortable with the type of religious education being taught at St. Peter's school. Parents who wish to withdraw their children must provide written notification to this effect and provide suitable activities for their children. The school will keep pupils safe but will not provide any work or reading material for pupils who have been withdrawn.

## Policy Review

This policy should be reviewed regularly in line with schools' procedures. An annual review is recommended if possible, but review must be done within a 3-year period.

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