

Christ Church CofE Primary – RE

Overview

Rationale

“In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.” – Matthew 5:16



At Christ Church, we believe that every child is uniquely created in the image of God and deserves a curriculum that enables them to flourish academically, socially, morally, and spiritually. Through our SHINE values – to be Successful, Happy, Included, Nurtured, and Enriched – we seek to educate the whole child, helping them to discover their gifts and use them to make a positive difference in the world.

RE plays a vital role in this vision. It inspires curiosity and creativity, deepens children’s understanding of themselves and the world around them, and shows how artistic expression reflects culture, society, and human experience. Through RE, children develop resilience, reflection, and an appreciation of diversity. They also gain skills of observation, analysis, and creative problem-solving, which prepare them to become knowledgeable, expressive, and confident contributors to their community.

The Christ Church CofE Offer

RE at Christ Church is taught through the Sandwell Agreed Syllabus, with Christian units delivered using the Understanding Christianity resource. This approach is ambitious, coherent, and rooted in theological literacy,

enabling children to explore Christianity as a living world faith by fostering deep understanding, personal reflection, and inclusive dialogue.

The Sandwell syllabus places strong emphasis on helping pupils think for themselves about British values in relation to their own beliefs and those of others. Through RE, children explore concepts such as democracy, individual liberty, mutual respect, and the rule of law, not as abstract ideas but as lived values expressed in religious traditions and ethical teachings. Pupils are encouraged to reflect on how these values are shaped by and reflected in religious and non-religious worldviews, including Christianity.

We believe RE enables children to understand their place in God's world and to recognise the responsibilities they hold towards others and the environment. Through the study of Christianity and other world faiths, children explore diverse beliefs, values, and traditions, developing empathy, critical thinking, and spiritual awareness.

Our RE curriculum promotes cultural capital and broadens horizons by introducing pupils to faith communities across the globe and encouraging respectful engagement with different perspectives. It prepares children to live well together in a diverse society, equipping them with the knowledge, values, and skills to make a positive contribution to their community and the wider world.

Curriculum Design

Our RE curriculum is rooted in the Sandwell Agreed Syllabus, which provides a broad and balanced framework for exploring religious and non-religious worldviews. Christianity is taught in depth using the Understanding Christianity resource, which offers a coherent theological structure based on eight core concepts and the 'big story' of the Bible. This enables pupils to revisit and deepen their understanding over time, making connections between biblical texts, Christian belief, and lived experience. From EYFS through Key Stage 2, children revisit and deepen their learning in meaningful ways, developing secure understanding of theological

concepts and the ability to make connections across faiths and life experiences.

Christianity is explored through eight core concepts – God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, and Kingdom of God – which form a coherent ‘big story’ of the Bible. These are revisited in a spiral curriculum, allowing children to make sense of biblical texts, understand their impact on Christian living, and reflect on their own beliefs and values.

Alongside Christianity, children learn about other major world faiths – including Islam, Hinduism, Sikhism, Judaism, Humanism and Buddhism – through enquiry-based units that promote respect, curiosity, and understanding. Our curriculum reflects the diversity of our local and national community, encouraging pupils to explore how beliefs shape identity, values, and ways of living.

From EYFS through Key Stage 2, learning is sequenced to build cumulative knowledge and understanding. Pupils develop:

- **Cumulative knowledge** – Revisiting and building on prior learning across faiths and key concepts.
- **Progression and connection** – Making links between beliefs, practices, and worldviews, and understanding their relevance to contemporary life.
- **Substantive and disciplinary knowledge** – Learning both the content of religious traditions and how to interpret, analyse, and evaluate religious ideas.
- **Vocabulary development** – Explicit teaching of religious and theological vocabulary to support confident expression and reflection.
- **Inclusivity** – High expectations for all learners, with adaptations for SEND and EAL to ensure full access and engagement.

Structure and Planning

RE is taught weekly through carefully sequenced units that build upon prior learning and prepare children for future learning. Each lesson revisits previous knowledge, introduces new content, and provides opportunities for reflection, discussion, and application. Knowledge organisers, retrieval practice, and structured questioning ensure that learning is embedded securely in long-term memory. Teachers are supported with high-quality resources and theological background information, ensuring confident and inclusive delivery across all year groups.

Christian units are taught using *Understanding Christianity*, which provides rich resources, theological background, and engaging activities. Each unit is framed by key questions, and delivered through a three-part model: Making Sense of the Text, Understanding the Impact, and Making Connections. This enables children to explore biblical texts, examine Christian responses, and reflect on their own ideas and experiences.

Educational visits, guest speakers and enrichment experiences bring RE to life, giving children the opportunity to engage directly with faith communities, places of worship, and religious artefacts. Each year, children either visit a place of worship or have a guest speaker to deepen their understanding of faith in practice and to foster respect for diverse traditions. We also work closely with our Reverend, whose contributions enrich teaching and learning by offering lived insights into Christian belief, worship, and community. This partnership strengthens pupils' spiritual development and helps them connect classroom learning with real-world faith experiences.

Special Educational Needs and Disabilities

At Christ Church, RE is inclusive and accessible to all. Lessons are adapted to meet the needs of children with SEND, including those in our Focus Provision. Strategies such as visual supports, scaffolded tasks, structured questioning, and sensory-friendly approaches enable every child to

participate fully. Children with English as an additional language are supported through language scaffolds and visual aids, ensuring they can access the curriculum and develop the vocabulary needed to succeed. High expectations are maintained for all children, with appropriate levels of support and challenge.

In line with the *Sandwell Agreed Syllabus for Religious Education (2024–2029)*, we affirm that all pupils on the school roll are entitled to receive high-quality RE, including those with special educational needs and disabilities. The syllabus emphasises that RE should be inclusive, relevant, and accessible, and that teaching must be differentiated to meet the diverse needs of learners. This includes pupils in the Early Years Foundation Stage and those with complex learning profiles.

We ensure that:

- **RE is planned with flexibility**, allowing pupils to engage with key concepts at appropriate levels.
- **Tasks are scaffolded and adapted**, so that all children can explore religious ideas meaningfully.
- **Assessment is responsive**, recognising progress in knowledge, understanding, and personal reflection, regardless of starting point.
- **Spiritual development is nurtured**, enabling every child to explore questions of meaning, belief, and identity in a safe and supportive environment.

Curriculum Impact

Through our RE curriculum, children gain knowledge, skills, and understanding that prepare them for life beyond Christ Church. They develop theological literacy, empathy, and a reflective approach to belief and values. Over time, children become more confident, thoughtful, and respectful in their engagement with religious and philosophical ideas.

Assessment is ongoing and purposeful. Each unit begins with a start point assessment to gauge prior understanding and ends with an end point assessment to evaluate progress and depth of learning. Teachers also use questioning, discussion, written work, and retrieval activities to check understanding throughout. These assessments help identify misconceptions, celebrate growth, and inform future planning.

Summative assessments ensure progression across year groups, while pupil voice allows children to reflect on their learning and articulate what they have remembered and explored. Children are encouraged to express their ideas with clarity and confidence, using theological vocabulary and making connections between belief, practice, and personal experience.

Ultimately, the impact of our RE curriculum is seen in the way children leave Christ Church: as spiritually aware, intellectually curious, and morally grounded individuals who understand the importance of faith in shaping identity, community, and society – and who are equipped to make a positive difference in the world.

Roles and Responsibilities

The Role of Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual children will be met.
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for children with different abilities and needs, including children with SEN

The Role of all other staff

Staff are responsible for delivering a high-quality, broad, and balanced curriculum that meets or exceeds National Curriculum expectations. They will:

- Implement the curriculum in line with this policy, ensuring all children make excellent progress.
- Be responsive to children's needs, making learning personal and relevant.
- Promote strong moral values and encourage children to make a positive impact locally and globally.
- Uphold the highest standards, recognising that our children deserve the very best.

The Role of Families

Parents and carers play a vital role in supporting the curriculum by:

- Encouraging a positive attitude towards learning at home and in school.
- Engaging with the school's curriculum through parents' evenings and communications.
- Supporting home learning and reading to reinforce classroom learning.
- Communicating with the school about any factors affecting their child's ability to access the curriculum.
- Promoting curiosity, resilience, and high aspirations in their child's learning journey.

The Role of Governors

Governors support and monitor the effectiveness of the curriculum by:

- Championing an ambitious, inclusive, and enriching curriculum for all children.

- Monitoring the impact of the curriculum on pupil progress and outcomes through reports, data, and school visits.
- Supporting staff development focused on curriculum design, delivery, and subject leadership.
- Ensuring the curriculum is broad, balanced, and aligned with statutory requirements.
- Holding leaders to account for the coherence, quality, and impact of the curriculum across all phases and subjects.