RE Policy

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We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 3: The best interests of the child must be a top priority in all decisions and actions that affect children
Article 12: All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.
Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
Article 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.
Article 15: Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.
Article 28: Every child has the right to an education.
Article 29: Education must develop every child's personality, talents and abilities to the full.
Article 30: Every child has the right to learn and use language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.
Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

For more information on the convention and the rights of each child
visit: http://www.unicef.org.uk/.

'...But those who trust in the Lord, they will find new strength.
They will soar high on wings like eagles...' (Isaiah 40:31)

'Together we aim high, with God's love we can fly'

Inclusion Policy Statement

At St Ann's Church of England Primary School, we are committed to overcoming all barriers to learning and raising standards in every aspect of school life.

We aim to promote inclusivity as an integral aspect of our school development, permeating all our policies to enhance the learning and participation of all our pupils.

We celebrate differences and recognise the importance of equality, ensuring that our practises reflect the principles outlined in the Equality Act 2010. We are dedicated to fostering an environment that respects and values the protected characteristics of all individuals, including race, gender, disability, sexual orientation, and religion.

Our school acknowledges and values the varied life experiences and needs of our children. We strive to create a learning environment where the teaching, learning, achievements, attitudes, and well-being of each child matter.

We are committed to ensuring that our school practises align with our inclusive aims by utilising resources within the school and the local community. We actively respond to diversity and nurture an understanding of differences among our staff and pupils.

Our accessibility plan is designed to ensure that all pupils have equitable access to educational opportunities and facilities, promoting a culture of inclusion and participation.

The school strives to establish inclusive values by maintaining high expectations for all pupils, valuing every child, and fostering a shared philosophy among staff, governors, and parents alike. Together, we work to create a supportive and inclusive school community where every pupil can thrive.

School Vision & Ethos

Our Anglican ethos is deeply rooted in our school vision:
"Together, we aim high; with God's love, we can fly."

This distinctly Christian vision was established in 2019 through collaborative workshops involving pupils, staff, parents, and governors. It draws inspiration from Isaiah 40:31: *"...But those who trust in the Lord, they will find new strength. They will soar high on wings like eagles…"*

Our theologically grounded vision is both contextually relevant to the community we serve and faithful to our foundation as a Church of England school.

Together: With pupils joining us from up to 21 different early years settings, fostering cohesion and unity is a foundational priority.

We aim high: This aspiration extends across our entire community—pupils, parents, staff, and governors. Our pupils generally enter with strong starting points, and we hold high expectations for all, especially our most vulnerable. Our Christian vision calls on staff to serve pupils by providing a high-quality, broad education shaped by Christian values, unlocking every child's gifts.

With God's love, we can fly: Beyond ambition and academic excellence, it is our faith in God that enables our community to flourish, allowing everyone to experience life in all its fullness.

Mission Statement for Religious Education

As a voluntary aided Church school, Religious Education (RE) is central to nurturing our school's ethos. We believe Christian principles are as much caught as taught, and we strive to embody these principles daily. Our school environment is permeated with worship, tolerance, respect, concern for the less fortunate, thankfulness, and friendship—preparing every child to step confidently into God's world with understanding and compassion.

Aims of Religious Education

The aims of RE in Church schools are to:

- Enable pupils to know and understand Christianity as a living faith that shapes lives globally and has profoundly influenced British culture and heritage.

- Enable pupils to learn about other major world religions and worldviews, appreciating their impact on society and culture, and to express their own ideas and insights.

- Support pupils' spiritual and philosophical development by encouraging exploration and enrichment of their own beliefs and values.

RE Statement of Entitlement (Church of England Education Office 2026)

All pupils can expect:

- RE to be a high-profile subject and a priority for those who lead their school.
- To be enabled to achieve highly in RE, irrespective of educational need or disadvantage. A sequenced curriculum where they will learn about a range of religious and non-religious worldviews and the diversity that exists within those worldviews.
- A balanced curriculum, using high-quality resources, where they engage with a range of ways of knowing, including theology, philosophy and the human and social sciences.
- Teachers who have secure RE subject knowledge and are able to deliver content accurately whilst having the ability to challenge common misconceptions.
- RE to be delivered in an objective, critical and pluralistic manner.
- RE classrooms which are safe, supportive spaces where pupils can openly explore their own religious, spiritual, and/or philosophical ways of living, believing, thinking, and belonging.
- To be given the opportunity to articulate their personal worldviews and engage in meaningful, respectful dialogue with others.
- RE teaching which promotes religious and cultural understanding within communities and society.

Parents can expect:

- RE to be an expression of the school's theologically rooted Christian vision and a priority for those who lead their child's school.
- RE to be a high-profile academic subject, distinct from collective worship and non-confessional in nature.
- RE provision to reflect the Anglican foundation on which the school is established (i.e. according to its trust deed or academy funding agreement).
- Christianity to be the main religious worldview studied in and through RE in each year group/phase equating to at least 50% of curriculum time.
- A range of religious and non-religious worldviews to be studied.
- An RE curriculum to be offered for all pupils in all statutory year groups.

Multi academy trusts with Church schools will ensure that:

- RE has a high priority as an academic subject.

- Appropriate systems are in place to monitor and evaluate standards in RE effectively in all Church schools within their trust.
- Senior leaders in Church schools are supported and enabled to prioritise RE in accordance with this statement of entitlement.
- The RE curriculum in place meets the expectations set out in the school's funding agreement.
- Subject knowledge and subject leadership are developed, to enable high-quality teaching and learning in RE.
- They look towards the expertise provided by their diocese for support and guidance with RE.

Leadership and Accountability

As a voluntary aided school, the leadership of RE is a distinctive responsibility of the School Committee and Headteacher. The Headteacher oversees monitoring, evaluation, and development planning for RE. RE is delivered in accordance with the Trust Deed and the doctrines of the Church of England. While RE and Collective Worship complement each other, they are managed separately, each with its own policy.

Religious Education Curriculum

RE lies at the heart of the curriculum at St. Ann's Church of England School:

- We follow the Liverpool Diocesan Board of Education Syllabus (Questful RE), aligned with the National Framework for RE, supplemented by *Understanding Christianity* (Church of England Education).
- At least 5% of curriculum time is dedicated to RE.
- RE is taught as a discrete subject in Key Stages 1 and 2, and integrated within the Foundation Stage Framework (1 hour/week).
- Christianity is central, comprising two-thirds to three-quarters of RE teaching time.
- Teaching about other faiths (Islam, Hinduism, Judaism, Sikhism) is included, often through World Faith Focus Days.
- Our curriculum balances explicit teaching of Christian concepts and God's salvation story with an open, investigative enquiry approach. Pupils engage with probing questions that encourage reflection, evaluation, and meaning-making, helping them explore their identity, relationships, and spirituality.

Teaching and Learning in RE

Teaching will:

- Critically engage with a range of religious and non-religious source materials, including biblical texts.
- Utilise different disciplinary lenses, including theology, philosophy and the human and social sciences.
- Provide opportunities to understand the roles of texts, beliefs, rituals and practices and how they help form identity in a range of religious and non-religious worldviews. Pupils should explore how beliefs, rituals and practices may change in different times, places, communities and cultures.
- Develop confident religious literacy, including the explicit teaching and development of disciplinary knowledge.
- Generate meaningful and informed dialogue around a range of religious and non-religious worldviews.
- Recognise that students bring personal knowledge to the RE classroom and enable them to navigate and develop this.
- Practise a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.

- Provide for the needs of all pupils, including pupils with special educational needs and disabilities.
- Be based upon accurate and inclusive assessment of the different forms of knowledge, which enables pupils to make progress in their learning.

Christian Distinctiveness
As an Anglican school, we provide:

- A culture of mutual respect where pupils and staff can openly share beliefs without fear of ridicule.
- Safe spaces for all pupils, including those from Christian and other faith backgrounds, to explore faith, doubt, and certainty.
- Opportunities to experience the Church's year, visit places of worship (local parish church, Anglican Cathedral), and engage with community faith leaders.
- Access to Christian artefacts, prayer spaces, and age-appropriate Bibles.
- Varied worship experiences, including hymn singing and spiritual songs.
- Support to develop religious language confidence and knowledge of Christianity as a global, multi-denominational faith.
- Excellent progress in pupils' understanding of Christianity.

Spiritual, Moral, Social and Cultural Development (SMSC)
RE significantly contributes to pupils' SMSC development:

- **Spiritual:** Encouraging discovery of God, self-awareness, and wonder at creation.
- **Moral:** Grounded in Jesus' teachings, providing a foundation for ethical decision-making.
- **Social:** Understanding living in a Christian community based on love and respect.
- **Cultural:** Appreciating Christianity as a worldwide faith impacting millions.
- Spirituality at St Ann's is understood as relationships with God and others, nurtured through collective worship, reflection, prayer, and opportunities to explore big questions like "What would Jesus do?" This is supported through a rich curriculum and varied experiences, including worship services, confirmation classes, prayer spaces, and community events.

Diversity and Inclusion
RE at St. Ann's Church of England Primary School equips pupils to appreciate the common human quest for truth and relationship with the divine. We foster respect for all major world faiths, grounded in accurate understanding and consistent with our Christian foundation. Pupils learn about other faiths through encounter and dialogue, recognising common beliefs and practises while enriching their own faith.

SEND Provision
We are an inclusive school, ensuring RE is accessible to all pupils. Work is adapted, and pupils participate through diverse media such as story, art, music, drama, dance, and technology.

Assessment
Assessment for Learning underpins all RE lessons, with clear objectives shared at the start. Opportunities for questioning, reflection, peer, and self-assessment are integral. Ongoing assessment records pupils' progress as:

- Working towards expected standards
- Working at expected standards
- Working at greater depth within expected standards

Parental Rights of Withdrawal

The Worship and Religious Education provided reflect the Church of England foundation that permeates the curriculum and school life. While parents have a legal right to withdraw their children from RE and Worship, the school's Christian ethos means that withdrawal cannot fully exempt pupils from the religious life of the school.