



MACAULAY CE PRIMARY SCHOOL

RE POLICY

Report reviewed:	Next review:	Cycle:
February 2026	February 2027	Annual

I Know Who I Am

I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well. – Psalms 139:14

Our Vision:

At Macaulay we are an inspirational, nurturing and inclusive community, celebrating each child as uniquely created by God.

We foster independence, curiosity and creativity so that every child may flourish and fulfil their potential to live with purpose and confidently contribute to their communities.

Our Christian Values:

Resilience, Thankfulness, Compassion, Creativity, Responsibility and Friendship

Introduction

Religious Education (RE) is a core subject at Macaulay Primary School in all phases, including the Early Years, and lies at the heart of our Christian distinctiveness. Through RE, pupils learn *about* religion and *from* religion, supporting their spiritual (Appendix 1), moral, social and cultural development and enabling them to reflect on belief, meaning and values.

Aims of Religious Education

Our RE curriculum is designed to be purposeful and relevant, helping pupils to understand the role religion plays in our local community and the wider world. As a Church of England school, we place Christianity at the centre of our curriculum while also ensuring pupils engage meaningfully with other principal world faiths.

Through RE at Macaulay, pupils will:

- Develop a secure knowledge and understanding of the Christian faith, including beliefs and values, the Bible, the life and teachings of Jesus, prayer and worship, Christian festivals, rites of passage, saints, the local church and Christian community.
- Apply their understanding of Christianity to make informed and reasoned responses to moral and ethical issues.
- Gain knowledge of other principal world faiths represented in the United Kingdom, fostering respect, empathy and sensitivity towards people of all beliefs and none.
- Reflect thoughtfully on their own beliefs, values and experiences, and communicate ideas about faith and truth.
- Develop skills of critical thinking, analysis and evaluation.
- Enhance their spiritual, moral, social and cultural development.

Organisation and Planning

The RE Curriculum

RE is of central importance at Macaulay and is taught as a core subject alongside English, mathematics and science. We are an inclusive school and ensure that RE is accessible and appropriate for all pupils, regardless of background or belief.

We follow the Southwark Diocesan Board of Education (SDBE) syllabus, which prioritises the study of Christianity while also exploring other principal world faiths from Key Stage 1 onwards. Units of work are carefully sequenced to ensure knowledge, understanding and skills are built progressively across year groups, with clear links made to prior learning.

Further information can be found in:

- RE Curriculum Overview (Appendix 2)
- Class Curriculum Maps

Teaching and Learning in RE

What Do RE Lessons Look Like?

Early Years Foundation Stage (EYFS)

In EYFS, teachers use the SDBE syllabus to plan weekly focused carpet sessions, supported by continuous provision and adult-led activities. Through RE and links with *Understanding the World*, children:

- Recognise that people hold different beliefs and celebrate in different ways.
- Understand that some places are special to members of their community.
- Name and describe people who are familiar to them.

Key Stages 1 and 2

RE is taught weekly and lessons are planned to be progressive, engaging and creative. Teachers adapt lessons to meet the needs of their class, ensuring learning is practical, well-resourced and inclusive. A wide range of teaching approaches is used, including discussion, drama, art, research, debate, and the use of digital tools. Religious artefacts and visits to places of worship are used to deepen understanding and bring learning to life.

Pupils are encouraged to explore challenging questions about meaning, purpose and belief, learn how different religions respond to these questions, and develop their own considered responses.

RE contributes to the school's Christian vision through the use of the liturgical calendar, including celebrations such as Christmas and Easter. Daily collective worship takes place, supported by weekly visits from Holy Trinity Church and St Barnabas Church.

Each class visits at least one place of worship annually to support learning and enhance understanding of faith in practice.

A Diverse and Inclusive RE Curriculum

Macaulay is committed to delivering a broad, balanced and diverse curriculum. Our anti-racist commitments underpin RE teaching and learning. We ensure that:

- Images, texts and resources reflect the diversity of our school and wider society.
- Sufficient curriculum time is dedicated to learning about other faiths in line with SDBE guidance.
- The school calendar includes opportunities to learn about significant religious festivals, celebrations and influential figures from a range of faiths, cultures and backgrounds.

Timetabling

RE is allocated a minimum of 5% of curriculum time, with additional time provided at key points in the year such as Christmas and Easter where appropriate.

- Key Stage 1: 1 hour per week
- Key Stage 2: 1 hour 15 minutes per week

As a core subject, RE is taught weekly by the class teacher.

Classroom Environment

All classrooms have a dedicated RE display linked to the current unit of study, including key vocabulary and visual prompts to support retrieval of prior learning.

- In Reception, learning is recorded in a class RE floor book.
- In Years 1–6, pupils record learning in individual RE exercise books.

Assessment in RE

Formative assessment is embedded in every RE lesson through questioning, discussion, observation, recap activities and lesson outcomes. This informs teaching within lessons and across units.

Summative assessment takes place at the end of each unit of work. Teachers assess pupils' attainment and record outcomes on SIMS. Progress in RE is reported to parents and carers in end-of-year reports.

Monitoring and Self-Evaluation

The RE Subject Leader, alongside the Senior Leadership Team, monitors standards through book looks, pupil voice, lesson visits and data analysis. The SIAMS self-evaluation toolkit is used to review progress and inform development. The RE Link Governor and Faith Group support monitoring and evaluation, with outcomes contributing to the School Development Plan where appropriate.

Continued Professional Development (CPD)

The RE Subject Leader provides CPD for staff throughout the year and supports colleagues to ensure high-quality, consistent teaching. Opportunities are taken to attend SDBE training and collaborate with partner schools. Early Career Teachers attend the SDBE *Teaching in a Church School* course as part of their induction.

Resources

RE resources are centrally stored and organised by unit or theme. These are reviewed annually, and staff are encouraged to request additional resources where needed.

Inclusion, Equal Opportunities and Parental Withdrawal

Parents have the legal right to withdraw their child from RE and collective worship under relevant education legislation. As a voluntary aided Church of England school, Christian values underpin our curriculum and community life, and we encourage full participation wherever possible. Parents with concerns are invited to discuss these with the Head Teacher.

Leadership and Responsibilities

RE Subject Leader

- Monitors teaching, planning, assessment and resources.
- Leads CPD and supports staff.
- Liaises with the RE Link Governor.
- Maintains and updates key RE documentation.

Class Teachers

- Plan and deliver high-quality, engaging RE lessons.
- Assess and track pupil progress.
- Maintain high expectations and classroom displays.
- Communicate progress to parents.
- Organise visits and visitors linked to RE.

Head Teacher

- Oversees RE within the School Development Plan.
- Allocates time for subject leadership and monitoring.
- Ensures parental rights of withdrawal are upheld.

Governors

- Review and approve the RE policy and syllabus.
- Appoint the RE Link Governor.
- Monitor standards and attainment in RE.

RE Link Governor

- Works with the RE Subject Leader to support improvement.
- Engages in pupil voice and monitoring activities.

The Church

- Supports worship and pastoral care.
- Liaises with staff to support learning and visits.

These lists are not exhaustive.

Appendix 1: Spirituality Statement

At our Church of England school, spirituality is at the heart of the school. We understand spirituality as being guided by beliefs and values as pupils develop understanding of themselves, others, the world and the sacred. Pupils are encouraged to take a stand for what they believe is right, take thoughtful risks, and express their views through respectful dialogue that is modelled across the school community.

Spirituality is nurtured through a wide range of experiences, including trips and visits, engagement with places of worship and the natural world, and the celebration of diverse religious and cultural traditions. Creative learning and the exploration of 'big questions' across the curriculum encourage imagination, curiosity and openness to mystery, meaning and belief, enabling pupils to experience awe and wonder and an awareness of the transcendent.

Stillness, silence and reflection are embedded in daily routines through collective worship, prayer, mindfulness workshops and quiet moments, supporting pupils' spiritual wellbeing. Leadership opportunities such as the school council, faith leaders and other pupil roles ensure meaningful pupil voice, promote responsibility within the community, and encourage generosity, thankfulness and service to others.

In all that we do, we seek to create an environment where pupils feel safe to ask questions, explore mystery and engage in reflection. By embedding spirituality across the curriculum, daily routines and the wider life of the school, we enable children to flourish as reflective, compassionate and hopeful individuals, equipped to engage confidently and respectfully with life's big questions both now and in the future.

Appendix 2: RE Scheme of Work Overview

	AUTUMN 1	AUTUMN 2		SPRING 1	SPRING 2		SUMMER 1	SUMMER 2
		<i>Remembrance</i> <i>Year 4 Christmas Service</i> <i>Year 3 Christingle Service</i>			<i>Acts of Service</i> <i>Year 5 Easter Service</i>			<i>Year 6 Leavers' Service</i>
Nursery	What is right and wrong?	What is special about Christmas?		What is wonderful about God's world?	What new life happens in Springtime?		What makes a place special?	What makes us special?
Reception	Who am I and where do I belong? (6)	Why is Christmas special for Christians? (6)		What can we learn from the stories of Jesus? (6)	What is in an Easter Garden? (6)		What makes something special? (6)	What makes our world wonderful and how should we care for it? (6)
Year 1	Why did Jesus tell stories? (6)	What is in our school's name? (2)	Who is in the Nativity? (4)	Why do Jewish people celebrate the gift of Shabbat? (6)	Who are our Christian neighbours? (2)	Is Easter the most important festival for Christians? (4)	How does belonging to a synagogue help a Jewish person in their faith? (6)	What teaches people to look after the world? (6)
Year 2	Why do Christians make and try to keep promises before God? (6)	What can we learn from the story of Noah? (2)	What does the 'Light of the World' mean for Christians? (4)	What does it mean to be a Muslim? (6)	Why are women so important in the Bible? (2)	How do Easter symbols help us to understand Easter? (4)	What helps Muslims live a faithful life? (6)	Why is prayer important? (6)
Year 3	What is the story? (6)	Why do we remember? (2)	What is the most important message of Christmas? (4)	What does it mean to be a Hindu in Britain today? (6)	What kind of world does God want? (2)	How is each person vital to the Easter narrative? (4)	Why should Hindus live a good life? (6)	Words and actions Which is most important? (6)

Year 4	What makes an Old Testament hero? (6)	Non-religious world views (2)	What does the journey through Advent mean? (4)	What do Sikhs believe? (6)	What would Jesus do? (2)	How does Holy Communion build a Christian community? (4)	What do Sikhs value? (6)	Does faith guide people to try and make the world a fairer place? (6)
Year 5	Who are the 'fearless' women of faith? (6)	Should every Christian go on a pilgrimage? (2)	How can people of faith serve God and bring freedom and justice to others? (4)	What does it mean to be a Buddhist? (6)	How did the Church begin? (2)	How do Christian communities live out the Easter Story? (4)	What is the Buddhist way of life? (6)	What does faith and belief teach about the journey of life and death? (6)
Year 6	How has the Christian message survived? (6)	Understanding Faith at Macaulay (2)	How do Art and Music convey Christmas? (4)	How do Muslims show commitment to Allah? (6)	What is wisdom? (2)	Why do Christians call 'Good Friday' good? (4)	How does the Torah help Jewish people to understand what being Jewish means? (6)	What does it mean to live a good life? (6)