



St Nicholas^{CE}
First School

Religious Education

Subject Policy and Expectations

(For Staff, Local Academy Board and Families)

Mrs S Robb

Academic Year: 2025 - 2026

Policy Reviewed by Subject Leader: September 2025

Policy Reviewed and Approved by LAB: October 2025

Next Policy Review Date: July 2026

Care

Respect

Trust

Thankfulness

Challenge

Our School, Our St Nicholas Curriculum

Our school's curriculum is its backbone; it communicates, develops, and enhances community-wide culture, morals, values and aims, that contributes to children leaving our school as well-rounded members of society. It permeates every aspect of school life and demonstrates to the wider community our school's commitment to shaping future generations and the world's future leaders, whilst providing a clear structure and purpose for learning about and understanding the diverse world around them.

Our School Vision

Walking in the footsteps of Jesus with Care, Respect, Trust, Thankfulness and Challenge

Our Values

Care: Clothe yourself with compassion, kindness, humility, gentleness and patience. *Colossians 3:12*

Respect: Do to others as you would have them do to you. *Matthew 7:12*

Trust: My God is my strength in whom I trust. *Psalms 18:2*

Thankfulness: Always be thankful. *1 Thessalonians 5:16*

Challenge: I can do all things through Him who strengthens me. *Phillipians 4:13*

Our Curriculum Vision

Rooted in our Church ethos, we aim to deliver on our children's future through a curriculum that offers vibrant, diverse and creative experiences and opportunities. In turn, children leave St Nicholas prepared and equipped with the lifelong knowledge, skills and concepts to play an active role as a safe, happy and productive member of our global community.

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Our Curriculum Aims and Culture

A Head, Heart, Hands, Health approach to learning and personal development

Head



Preparing our children with knowledge and skills for lifelong learning, that contributes to their understanding of the wider diverse world, so they become well-rounded members of society.

Hands



Developing hands-on skills and knowledge, to enable our children to be resilient and creative learners, who take risks and explore ideas in different ways.

Heart



Promoting our children's love for learning, exploring how it links to everyday life, whilst having the pride and desire to undertake challenges, in order to be the best they can be, through following Jesus as a role model.

Health



Equipping our children to recognise how they can help to keep themselves spiritually, mentally and physically happy, healthy and safe by making the right, positive choices.

Curriculum Principles

Our curriculum is **Balanced...** it allows our pupils to acquire and develop a carefully planned, well-rounded and informed set of knowledge and skills, to prepare them for the next phase of their education. This means complete equity for every child, in every year group and in every subject across the curriculum.

Our curriculum is **Progressive...** it activates and builds on what our children already know and aims to sequentially develop ideas and concepts clearly over time, in order that children develop a robust overview of the 'bigger picture', and ultimately apply and explore their learning from different open-ended dimensions.

Our curriculum is **Quality...** significant thought and consideration is invested into the planning, delivery, resourcing and facilitation of the provision by our staff to ensure that it drives what we strive to achieve for our children. High quality provision that is rooted in evidence-informed practice is the linchpin to driving our standards forward.

Our curriculum is **Accessible...** whereby all pupils regardless of background or disposition are given the tools to achieve their very best, whether this be through scaffolding and support strategies, or through stretch and challenge. All children are given the opportunity to experience success and more through an informed and responsive approach to teaching and learning.

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Our Aims and Aspirations for Religious Education

Why is Religious Education important for our learners at St Nicholas?

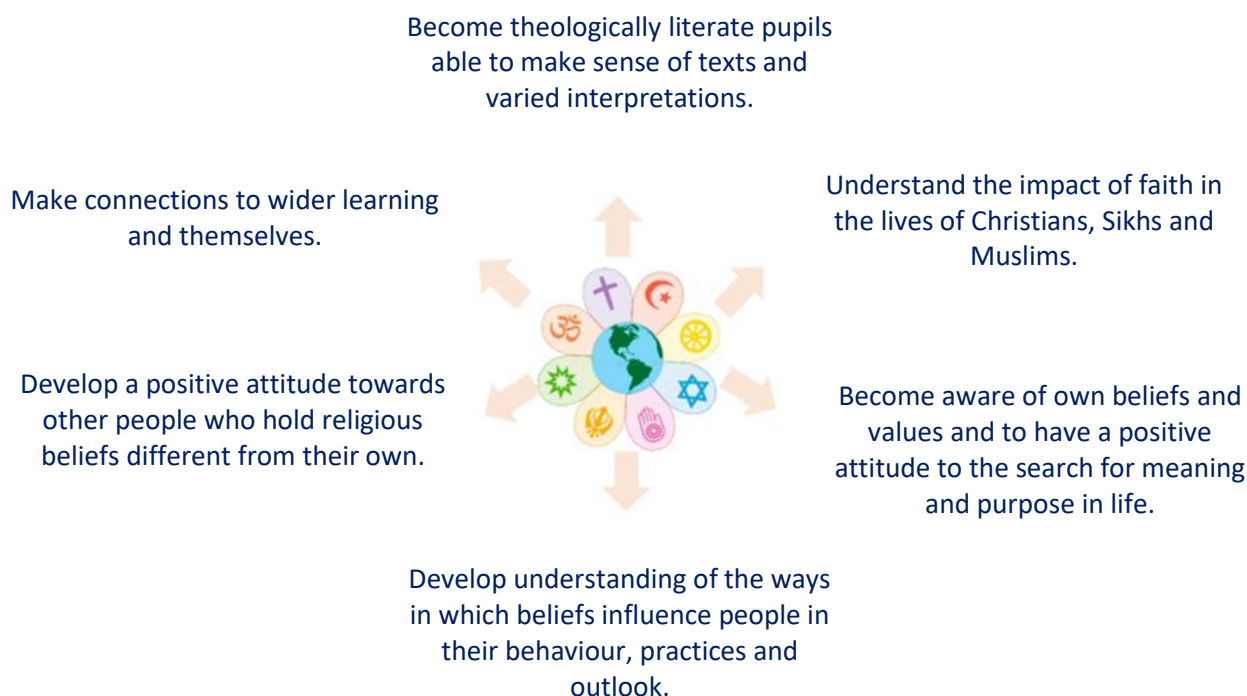
Religious Education at St Nicholas CE First School will enable every child to flourish and to live life in all its fullness (John 10:10).

RE at our school will help educate for dignity and respect and encourage all to live well together. As a church school we study Christianity as a living and diverse faith focused on the teachings of Jesus and the Church. There is a clear expectation that as an inclusive community we also provide sequenced learning about Islam, Sikhism and world wide views fostering respect for others.

Pupils and families can expect an RE curriculum that enables pupils to acquire a rich knowledge and understanding of Christian belief and practice. We use core concepts and questions to engage and challenge pupils.

What are our aims and aspirations for the St Nicholas Engager?

By the time our children leave St Nicholas CE First School, we aim for them to:



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Curriculum Design in Religious Education

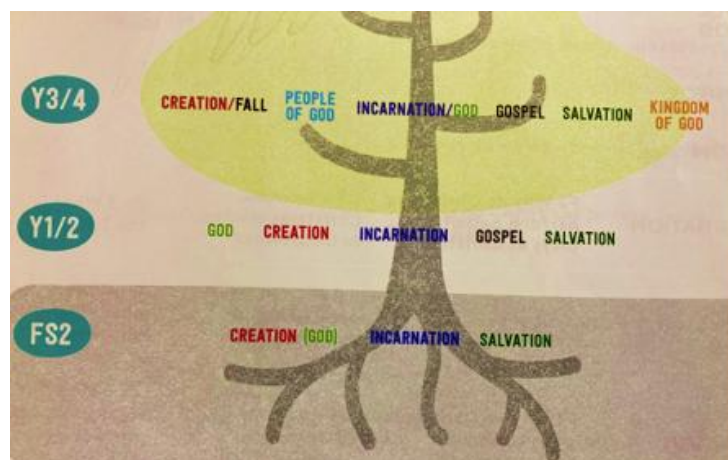
You can view our separate 'Subject Overview' for Religious Education, which will provide a comprehensive and detailed outline of what our children learn, how they learn it, and our expectations for progress and achievement.

Structure

At St Nicholas CE First School we use Understanding Christianity alongside the Lichfield agreed syllabus. It explores the core concepts of the Christian narrative through an enquiry approach called text – impact – connection. Through using Understanding Christianity alongside the Lichfield Agreed Syllabus we ensure that the RE Requirement of SIAMS [Education and Schools](#) | [The Church of England](#) are met.

Our RE lessons are predominantly Christian based; two thirds of all the teaching. We also study Islam in depth with guidance from the diocese and Sikhism as this is reflective of our school community.

The diagram shows how concepts are introduced across the school. Each concept begins with a big question and runs alongside the Church calendar. RE lessons are taught weekly across the school.



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RE Whole-School Overview

	Autumn		Spring		Summer	
Year 1	What do Christians believe God is like?	What are festivals and why do we have them?	What do Muslims believe?	Why does Easter matter to Christians?	How do Christians talk to God?	How can I make a difference in the world?
Year 2	Who created the world?	Why does Christmas matter to Christians?	What do Sikhs believe?	Why does Easter matter to Christians?	What is the good news Jesus brings?	What is faith and what differences does it make?
Year 3	What is The Trinity?	What are festivals of light?	What can we learn from a Mosque?	Why do Christians call the day Jesus died "Good Friday"?	When Jesus left, what was the impact of Pentecost?	Is life like a journey?
Year 4	What do Christians learn from the creation story?	What is The Trinity (Incarnation)?	What can we learn from a Gurdwara?	Why do Christians remember Holy Week?	What kind of World did Jesus Want?	What is it like to follow God?

Curriculum Provision in Religious Education

Effective Teaching and Learning



All units begin with a big question to develop enquiry and discussions. Units use scripture or a story to begin and tools such as Godly Play, story maps and role play are used to engage and enhance understanding. Children have the opportunity to explore the meaning of the story through discussion, writing, art and reflection time. Children are encouraged to reflect upon the impact of the teaching on themselves and other people in the community.

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Responsive Teaching and Learning

As a school that is responsive to the needs of our children, we set high expectations for all to ensure they have the best possible opportunity to achieve their very best. To support us in achieving our ambition, we recognise that we need to 'Scaffold and Support', and 'Stretch and Challenge'.

Scaffold and Support is our approach to planning and implementing provision that gives every pupil the very best chance to secure the learning intentions; this can be through a range of support strategies such as additional modelling, questioning and resources to scaffold pupils' thinking and learning, to build further children's self-efficacy.

Stretch and Challenge involves strategies that aim to deepen learning and thinking, where critical evaluation and thinking play a key role in pupils seeing their learning from different dimensions.

Scaffold and Support in Religious Education	Stretch and Challenge in Religious Education
• Adult support • Visual prompts • Story boards • Vocabulary Mats • Explicitly teaching new language • Pre-teaching	• Children can dig deeper into meaning and impact on own and the lives of others. • Show learning in different ways e.g. poetry and art.

Whilst the class teacher takes a central role in facilitating learning, there are many opportunities for children to promote, acquire and apply our St Nicholas Skills for Lifelong Learning:

A St Nicholas learner will always apply their lifelong learning skills:



Eager

I see, I think, I wonder...

I plan and think through my learning.

I think of new and creative ideas.

I dive deeper into my learning.

I apply my learning to real life.



Resilient

I set goals to challenge myself.

I break my learning and task into chunks.

I find tools to help me with my learning.

I keep going and never give up.

I use mistakes to help me learn.



Reflective

I use what I already know to help me.

I think about how I am getting on.

I listen and respond to feedback.

I am proud of what I can do.

I see where to go next.



Collaborative

I listen to others.

I explain things to others.

I talk about my learning.

I am honest and trustworthy.

I work as part of a team.

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Giving Feedback to Learners

Feedback for Learners

Learners are given feedback in a variety of ways. This can be both verbally and written. We also encourage pupils to evaluate their own learning in a lesson and when appropriate to peer assess. Big questions posed at the start of a topic are revisited to capture new learning and progress.

The Role of Assessment

Assessment is used to inform planning and to support each pupils development. Assessment is formally captured on the platform 'Insight' to monitor each child's progress within RE and to ensure any gaps in learning are identified and closed.

Enrichment and Engagement

Each classroom has their own Prayer Table. This is an interactive part of the classroom which children are encouraged to use to reflect and pray throughout the day. There are other RE tables and displays within school which are reflective of worship themes and questions. Pupils have the opportunity within their time at our school to visit St Nicholas Church for worship and as part of RE lessons. Pupils also have a visit to the Gurdwara.

Curriculum Evaluation in Religious Education

At St Nicholas, we use a range of quantitative and qualitative evidence-gathering techniques that are triangulated to draw together valid, accurate and robust evidence-based findings to make rigorous evaluations about the impact of our teaching and learning. This supports us to celebrate achievements whilst also recognising key priorities for future development. It is important that we evaluate our curriculum against our aims and aspirations. Please note that not all evidence-gathering techniques outlined below take place simultaneously; we select techniques that we know will give us the most purposeful information and impact at a point in time.

These evidence-based findings are drawn together and directly feed into subject leader action planning, which is then shared with the Local Academy Board (LAB) to hold the school to account for teaching, learning and children's progress and achievement in Religious Education.

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How do we evaluate?	What are we evaluating? Why are we evaluating in this way?	When do we do this?	Who is involved?
We look at children's work.	Looking at children's work helps us to see the opportunities they have had to apply their learning meaningfully and in ways that reflect a deeper approach to learning.	At least every half-term.	Subject Leader Children Colleagues
We talk to the children about their learning and let them share their views in different ways.	Talking to children and recognising their views helps us to see identify the extent to which children are engaged and interested in their learning, and what we can do to make their experiences even more meaningful.	At least every half-term formally. On-going informally.	Subject Leader Children
We talk to and gather views from parents about their child's learning and experiences.	Gathering views from parents helps us to shape our understanding of children's experiences and opportunities across the curriculum from a different yet important perspective.	At least every term.	Subject Leader Colleagues Children Parents
We have professional and reflective discussions with our colleagues.	Professional and reflective discussions with colleagues helps to share and exchange ideas about effective practice and priorities for moving forward.	At least every half-term formally. On-going informally.	Subject Leader Colleagues
We visit lessons to see strategies, opportunities and experiences used for learning.	Visits to lessons help colleagues to recognise the extent to which strategies, opportunities and experiences in lessons have an impact on maximising children's progress and meeting their needs.	At least every half-term.	Subject Leader Children Colleagues
We look at subject planning.	Reviewing subject planning is important to explore how appropriate the design of the curriculum is in maximising learning progress and to ensure that children build the bigger picture of knowledge and skills over time.	At least every half-term formally. On-going informally.	Subject Leader Colleagues
We look at and analyse pupil progress and achievement.	Analysing children's progress and achievement in more detail helps to develop lines of enquiry and identify key groups or subject areas that may benefit from further development.	At least every term.	Subject Leader Colleagues

Identifying Staff Continual Professional Development Needs

Continual Professional Development (CPD) is integral to the development of teaching and support staff to ensure that they are well-equipped to plan, deliver and evaluate a high-quality curriculum. The direction of CPD is steered through triangulated findings from the evidence-gathering techniques and staff audits.

CPD will be facilitated in the following ways:

- **Colleague Networking:** Working with other colleagues to build capacity and staff self-efficacy through a bespoke package of CPD (such as professional discussion and observation). This may be through working with staff at St Nicholas, across the MAT or beyond.
- **Staff Workshops:** Personalised whole-school staff developmental sessions to support pedagogical knowledge, strategies to motivate, challenge and support, and subject

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knowledge development. This may include inviting 'experts' to support staff development or enrolling members of staff in face-to-face or virtual courses.

Expectations and Responsibilities

The Local Academy Board (LAB), Senior Leadership Team, Subject Leader and Teaching Staff have key responsibilities to uphold the high expectations, principles, design and provision of our Religious Education curriculum as follows:

Local Academy Board	Senior Leadership Team/ Subject Leader	Teaching Staff
- Rigorously review the policy and expectations for Religious Education to ensure it meets the school's curriculum principles, drivers and rationale. - Hold the subject leader and school to account for the design, provision and evaluation of Languages (French). - Regularly meet with the subject leader to explore findings from evidence-gathering and discuss how this will feed into subject action planning. - Plan for and communicate potential financial, time and resourcing commitments with the LAB, that will be required as part of the subject action plan.	- Implement evidence-gathering techniques to gather a well-rounded evaluation of the impact of the design and provision in Religious Education, including working in collaboration with members of the LAB. - Widen pupils' celebration of diversity and intercultural understanding through facilitating a range of engaging, inspirational and aspirational enrichment opportunities. - Identify and plan to address key priorities for development that will move the curriculum forward, including potential financial, time and resourcing commitments required. - Identify staff CPD needs and design bespoke developmental sessions and coaching that will address key priorities, including subject knowledge. - Support staff across the school to deliver a balanced, progressive, high-quality and consistent Religious Education curriculum, that supports and challenges children.	- Plan lessons that motivate, challenge and inspire pupils using a range of teaching and learning strategies. - Provide pupils with clear, concise and constructive feedback about their learning progress and achievement. - Use a range of evidence to make a robust and accurate assessment of pupil attainment and progress. - Communicate progress and achievement with parents/carers. - Ensure that lessons are well-resourced to support pupils' learning. - Support the facilitation of engaging, inspirational and aspirational enrichment opportunities that widen pupils' celebration of diversity and intercultural understanding. - Adapt teaching and learning strategies, resources and activities to support children who require additional support or challenge.

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If you require any further information regarding the content of this policy, would like to know more about or feel you could contribute to our Religious Education curriculum, please contact the subject leader using the following contact details:

Name of Subject Leader: Mrs S Robb

Telephone (School Office): 01902 842998

Subject Leader E-Mail Address: Office@st-nicholas.staffs.sch.uk (FAO: Religious Education Subject Leader)

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