



Religious Education Policy

February 2026



Together, pursuing life in all its fullness



Salford Priors CofE Academy

ROOTED in love and faith
GROWING in hope and courage
THRIVING in light and harmony

Religious Education Policy

Updated:

Review Frequency	Annual
Review Date	January 2027
Date Adopted by AGC	February 2026
Member of Staff Responsible	Head Teacher

Links to Other Policies

- Personal Social Health Education
- Teaching and Learning Policy



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1. Vision and Values

At Salford Priors Church of England Academy, we seek to inspire and empower every child and adult to grow academically, socially, morally and spiritually. We do this in the knowledge that each person is loved by God, safe, and valued within our school community.

The Roots of Our Vision

Our vision is rooted in St. Paul's teaching in Ephesians 3:16 - 18, which speaks of grasping the breadth, depth, length and height of Christ's love, and of being rooted and grounded in love.

Love is the foundation of a Christian life. The presence of Christ in our hearts transforms how we think, act, and grow. We believe this deep, personal relationship with Christ is essential for lasting maturity, resilience, and joy.

Our theologically rooted vision drives everything we do, enabling us to live out our identity as a Church school.

Rooted, Growing, Thriving

- **Rooted** in love and faith
- **Growing** in hope and courage
- **Thriving** in light and harmony

This vision expresses our commitment that **everyone is valued, equipped, and inspired** to flourish — embracing both success and challenge — and living “life in all its fullness” (John 10:10).

Values

Religious Education contributes significantly to pupils’ **spiritual, moral, social and cultural development** and supports our Christian values of:

- love
- faith
- hope
- courage
- peace
- forgiveness
- generosity.



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2. Intent

The intent of Religious Education at Salford Priors CofE Academy is to enable pupils to:

- develop a **secure understanding of Christianity as a diverse global faith**
- explore **a range of religious and non-religious worldviews**
- develop **religious literacy** through theology, philosophy and the human and social sciences
- engage with **big questions about life, meaning and belief**
- reflect on their **own personal worldview**
- develop **respect, empathy and understanding for others.**

In line with the Church of England **Statement of Entitlement**, Christianity is the main religion studied while pupils also learn about other worldviews to prepare them for life in a diverse society.

3. Implementation

3. a. Curriculum

The RE curriculum is based on:

- **Coventry and Warwickshire Agreed Syllabus (CWAS)**
- **Understanding Christianity**

These are integrated to ensure pupils gain deep understanding of Christian theology while also exploring other worldviews.

3.b. Curriculum Content

Christianity forms the **major focus of the curriculum**, explored through the theological concepts of:

- Creation
- Incarnation
- Salvation
- Gospel
- Kingdom of God



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- People of God

These concepts are studied through:

- biblical texts
- Christian practices
- lived expressions of faith across the world.

3.c. Other Religions and Worldviews

Pupils also study a range of other worldviews including:

- Judaism
- Islam
- Hinduism
- Sikhism
- Buddhism
- non-religious worldviews.

3. d. Teaching and Learning

Teaching reflects the school's pedagogical framework, which combines:

- **Concrete–Pictorial–Abstract (CPA)**
- **Rosenshine's Principles of Instruction**
- **Adaptive Teaching**

These approaches support pupils in building secure understanding through practical experiences, visual representation and abstract thinking.

Learning is enquiry-based and may include:

- discussion and reflection
- interpreting sacred texts



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- investigating artefacts
- creative responses
- visits to places of worship
- dialogue with visitors from faith communities.

3.e. Assessment

Assessment in Religious Education is ongoing and formative.

Teachers assess pupils through:

- discussion and questioning
- written and creative work
- presentations
- reflection activities.

Progress is monitored and reported to parents annually.

3. f. Curriculum Time

Religious Education is taught weekly and forms **at least 5% of curriculum time**, in line with Church of England guidance.

Additional enrichment may include:

- RE themed days
- visits to places of worship
- visiting speakers
- festival celebrations.



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4. Spiritual Development

Spiritual development is central to the life of the school.

At Salford Priors we use the metaphor of **“The Golden Glue”** to support pupils’ spiritual growth.

Children reflect on:

- **WOW moments** – experiences of awe and wonder
- **OW moments** – times of challenge
- **NOW moments** – everyday experiences of life and faith.

These reflections help pupils develop resilience, gratitude, empathy and curiosity.

Religious Education also supports pupils in developing an understanding of **courageous advocacy**, encouraging them to reflect on how Christian values inspire individuals and communities to challenge injustice and bring about positive change.

5. Inclusion and Equal Opportunities

RE contributes significantly to pupils’ **spiritual, moral, social and cultural development**.

All pupils have equal access to the RE curriculum regardless of:

- ability
- gender
- ethnicity
- religion or belief.

Learning opportunities are adapted to support pupils with additional needs.



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6. Impact

Through Religious Education pupils will:

- develop **secure knowledge of Christianity and other worldviews**
- demonstrate **religious literacy**
- engage confidently with questions of meaning and belief
- show **respect for different beliefs and cultures**
- reflect thoughtfully on their own beliefs and values.

Religious Education therefore supports pupils in becoming thoughtful, informed and compassionate members of society.

7. Leadership and Monitoring

The Religious Education subject leader is responsible for:

- supporting staff in delivering high-quality RE
- monitoring teaching and learning
- ensuring the curriculum meets diocesan and statutory guidance.

The effectiveness of Religious Education is monitored through:

- lesson observations
- pupil voice
- work scrutiny
- curriculum review.

Religious Education provision is evaluated through the **SIAMS inspection process**.



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8. Withdrawal from Religious Education

Parents have the legal right to withdraw their child from Religious Education.

Requests should be made in writing to the Head Teacher.

The school will discuss requests with parents to ensure they understand the aims and content of the curriculum.

9. Policy Review

This policy will be reviewed every three years or when new statutory guidance is issued.