



St Martin's CE  
Primary School

# Religious Education

January 2026

*Let your light shine*



## Let your light shine

St Martin's CE Primary School is a place to thrive. A warm, friendly, and ambitious school where we encourage children, staff, and our wider community to '*let their light shine*' and in doing so, shine the light of Jesus through our behaviour and actions. We believe that achievement is for all, both personal and academic, and our mission is to equip our children with the knowledge, skills, wisdom, confidence, and self-belief they need to accomplish both.

### Our Christian Values

#### Respect, Resilience and Compassion



We aim to develop the whole child: spiritually, physically, socially, emotionally, morally and academically, to give them the best possible start in life and value themselves as unique and worthy individuals. We encourage children to have respect and compassion for themselves and others and support them to show resilience when times are difficult. Our approach is distinctly Christian, yet open and welcoming to all, with the promise by Jesus of '*life in all its fullness*' close to our hearts.

# Intent



## Curriculum Intent

Through Religious Education we want our pupils to know, express and gain knowledge and understanding about different religions, beliefs, practices, and forms of expression, to provoke challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.



## Curriculum Aims

**We want pupils to be able to:**

- Ask questions, discuss, communicate understanding, and revise their ideas
- Use specialist vocabulary
- Understand and clarify what religious education is and the importance and value of studying the subject
- Articulate clear and coherent accounts of their personal beliefs, ideas, values, and experiences while respecting the right of others to have different views, values, and ways of life
- Interpret and evaluate a range of evidence
- Study different religions and worldviews and reflect on the impact they have on contemporary life, locally, nationally, and globally
- Achieve age related expectations

# Implementation



## Curriculum Implementation

### Early Years and Years 1- 6

We teach religious education as an explicit subject from Reception to Year 6 using a combination of Understanding Christianity and the Lichfield Diocesan Board of Education materials.

Pupils are taught six units over the year. Each unit has five to seven sessions, which are taught for one hour per week.

Each unit is centred around a key question to ensure a coherent learning journey, building knowledge, using subject specific vocabulary and developing their understanding so that they can formulate an answer.

In addition, pupils take an active role in daily worship – using the Roots and Fruits approach and values teachings.



### Lesson structure

We want Religious Education lessons to be an enjoyable experience. We believe that pupils learn best when there is a clear structure and purpose for the learning.

Religious Education is taught using an enquiry approach. Each unit begins with an overarching question or problem to solve to hook and engage the children as well as a clear unit outcome, providing a clear purpose for the learning. These are identified on the title page and are shared with pupils, and rereferred to purposefully, throughout the topic.

Each lesson begins with a clear learning intention, which is shared with pupils. Learning Intentions are expressed as 'I can' statements (presented on a title page), which teachers use to assess understanding. The teacher's input and learning activities will appropriately match this intention.

Key knowledge and skills are then developed throughout the lesson using supplementary questions along with key vocabulary.

All pupils work on achieving the main learning intention. Those that grasp content and concepts quickly and securely may move onto extension activities to deepen their understanding or allow them to apply their learning.

As the unit progresses, the pupils will develop their answer to the over-arching question and, as a result, be able to apply all of their leaning when completing their final answer and unit outcome task.



### Planning and Resources

Each unit employs the same structure. Teachers begin by looking at the unit overview. This provides an at-a-glance overview of what will happen in the unit. It offers practical advice regarding resourcing and teaching of the unit of work. Teachers use this to plan their unit.

Some units may have cross curricular links which provide opportunities to retrieve, practise and embed prior learning.



## Inclusion

We teach Religious Education to all pupils, whatever their ability. Those working towards expectations will work on tasks that are adapted to suit their needs.

At St Martin's CE, we believe that all pupils have a right to full and equal access to all areas of the curriculum. Quality first teaching is used to ensure all pupils, including those with SEND, are provided with high expectations throughout the curriculum.

By understanding the learning needs and support required for all pupils, including those with SEND, in each cohort, teachers ensure that scaffolds, interventions and learning tools are provided to meet the needs of the individuals across all subjects.

Due to the unique nature of our setting, whereby we have a Resource Base, teachers will work closely with Kingfisher staff to offer appropriate and inclusive provision that meets the needs of pupils who follow a hybrid timetable.

# Impact



## Assessment

Teachers will exploit opportunities to formatively assess pupils' understanding through asking key questions, leading discussions or through direct conversation with pupils to check their understanding and their use of correct vocabulary.

In the Early Years we assess against the Early Learning Goals.

In Years 1-6, each unit is clearly evidenced with a title page, which provides 'I can' statements for each lesson. The 'I can' statements should be constantly referred to throughout the lesson – these are the Learning Intentions. The work produced by the pupils will demonstrate their understanding; the teacher will assess the pupil against these statements following the lesson.

Achieving these statements will help develop the pupil's understanding so they can fully answer the key question and support them in the learning outcome task.

By looking at which 'I can' statements the pupils have achieved, and their final answer to the key question, the pupils, teacher and subject leader can quickly determine who is working at age expectations and the knowledge, skills and concepts that require further attention.



## Role of Subject Leader

- Ensure that the requirements of the Church of England Statement of Entitlement are met
- Ensure appropriate professional development opportunities are provided for all staff
- Monitor their subject to ensure consistency
- Ensure regular and appropriate assessment of religious education takes place and have a clear overview of who is achieving age related expectations
- Ensure that children who are not making enough progress to achieve age related expectations have been identified, and adapt future plans
- Ensure appropriate resources are available
- Engage with outside agencies and online communities to keep up to date and become the expert in their chosen subject in the school