

Lytham Church of England Primary School



Religious Education Policy

Date Reviewed: September 2025

Reviewed by: Mrs J Taylor- RE Subject Lead

Approved by: Governing Body

Date of next review: September 2026

“Together We Grow with God”

“Grow in the grace and knowledge of our Lord and Saviour Jesus Christ,”

2 Peter, Chapter 3, Verse 18

Mission Statement

To inspire everyone in our school family to be the best they can be within our caring Christian community.

Religious Education: Our intent

At Lytham Church of England Primary School, we believe that Religious Education is the key to enabling every child to grow and develop within our caring, Christian community.

It will enhance the social, moral, spiritual and cultural development of every child, enabling every child to flourish.

Within the context of a Church School, Religious Education will support the children in developing their own beliefs, values and attitudes through an exploration of the message of the Gospel, a deep understanding of our Christian Values: Service, Faith, Determination, Love, Honesty, Friendship, Thankfulness, Respect and Forgiveness and an understanding of God’s big salvation story.

We also aim to educate, explore and promote understanding about other World Religions and world views. This will prepare the children for life in a diverse society.

We encourage our children to grow and develop spiritually, as we give them opportunities to consider the views of others, reflect on their own self-development and explore their personal faith and values.

The Management and Provision of Religious Education

Lytham Church of England is a Voluntary Aided School in which the management of the Religious Education curriculum is the responsibility of the Governors and the Headteacher, in accordance with the rites, practices and doctrines of the Church of England. The Governing Body has responsibility of determining the nature of the Religious Education provided in our school.

Curriculum Organisation

The subject leader for Religious Education, Mrs J. Taylor, has overall responsibility for the development of Religious Education within the curriculum and works with the head teacher and senior leadership team to ensure that everyone follow the responsibilities outlined in the subject leader

policy. The curriculum chosen is the 2021 “Questful R.E.” syllabus, produced by Blackburn Diocese Board of Education. The curriculum fulfils the entitlement from the Church of England Education Office 2019.

Religious education and Collective Worship help to shape the Christian Distinctiveness of our school but are managed separately.

Introduction to Religious Education

Within the context of a Church School, RE will support children and young people in developing their own beliefs, values and attitudes through an exploration of shared human experience, and the place and significance of Christianity and other World Faiths. The balance of teaching will be 70% Christianity and 30% the teaching of other World Faiths.

Religious Education contributes to the nurturing role of the school. The School’s Mission is to develop in pupils a sympathetic understanding of the Christian faith promoting attitudes of mutual respect and responsibility.

Our curriculum provides a sound education which reflects Christian Values and encourages spiritual development in preparation for life in the outside world.

The aims of Religious Education in Church Schools are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain’s cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

(RE Statement of Entitlement- 2019)

In relation to their age, at the end of their Religious Education in a Church School the expectations are that children will be able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of all faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Our children learn about:

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets;
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us;
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

Our children learn from:

- An empathetic response to the Christian faith and a critical engagement with it;
- Responding personally to the stories and teachings of Jesus Christ;
- Examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

Religious Education in Church Schools should also help pupils to:

- Learn about all faiths, their beliefs, traditions and practices and from them through encounter and dialogue;
- Recognise and respect those of all faiths in their search for God;
- Recognise areas of common belief and practice between different faiths;
- Enrich and expand their understanding of truth while remaining faithful to their own tradition;
- Enrich their own faith through examples of holy living in other traditions.

Religious Education in Church Schools should help pupils to:

- Reflect theologically and explore the ultimate questions and challenges of life in today's society;
- Reflect critically on the truth claims of Christian belief;
- See how the truth of Christianity is relevant today;
- Understand the challenge faced by Christians in today's pluralist and post-modern society;

- Develop the skills to handle the Bible text;
- Recognise that faith is based on commitment to a particular way of understanding God and the world;
- Begin to develop their own commitments, beliefs and values;
- Develop a sense of themselves as significant, unique and precious;
- Experience the breadth and variety of the Christian community;
- Engage in thoughtful dialogue with all faiths and traditions;
- Become active citizens, serving their neighbour;
- Find a reason for hope in a troubled world;
- Understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.;

Religious Education in Church Schools should enable:

- Pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- Pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- Pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- Pupils from all faith backgrounds to understand and be encouraged in their faith;
- Pupils with no religious background to be given an insight into what it means to be a person of faith;
- Pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

Teaching and Learning of Religious Education

Content and Approaches

Within classes, pupils are taught individually, in a group and as a class. A variety of teaching and learning methods are used to present the curriculum to the pupils.

- Teacher led sessions where information is provided.
- Talk Partners, where pairs of children discuss an issue before sharing their thoughts with the class.
- Mixed ability group or paired work, where children discuss issues in small groups or work collaboratively.
- Class discussion where the children are invited to join in and express their personal opinions and share experiences.

- Use of differentiated tasks where children of different abilities are able to work at their own level.
- Use of role-play.
- Use of religious artefacts
- Use of audio-visual aids to present material to the children
- Educational Visits to gain first hand experiences.
- Use of integrated technology within R.E lessons
- Invited guest speakers with relevant experiences
- Creative tasks that may include: singing, dancing, drawing, filming, acting, miming,

Religious Education Planning

The core objectives for teaching Religious Education follows the “Questful RE” Syllabus produced by Blackburn Diocese. In order to ensure that there are opportunities for children of all abilities to develop their skills and knowledge in Religious Education, we plan progression in relation to the 8 level Ladder of Expectation and Achievement, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning Religious Education in phases. The long-term Curriculum plan maps the Religious Education units of work to be studied in each specific year group in each term across both key stages and is devised by the subject leader based on the syllabus produced by Blackburn Diocese.

Our lessons cover the key objectives and skills developed within each unit of work. The subject leader reviews the RE Class Scrapbooks and individual children’s work on a regular basis as part of the monitoring cycle. Pupil Voice is obtained in order to monitor children’s knowledge, skills and development of the subject. The class teacher devises the individual plan for each RE lesson using their unit plan, looking at key questions, key experiences, knowledge and skills.

In EYFS, we teach Religious Education using the specific EYFS units and use the “Chatterbox” approach. Our Nursery uses some of the EYFS units through which to teach their RE curriculum. They also celebrate many Christian festivals and explore those of other world faiths.

Christian Values

Here at Lytham C of E we feel it is vital that learning opportunities are provided which support and nurture the whole child. The children across the school experience activities which help them to socially interact with others and

develop emotional intelligence. Our school curriculum is underpinned by a set of nine Christian Values which are delivered over a two year programme, linking strongly with our PSHE curriculum.

British Values

At Lytham Church of England Primary School, we take pride in promoting a range of British Values in line with the 2011 Prevent Strategy of:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Within Religious Education British values are explored by teaching the children about other World Faiths.

Spiritual, moral, social and cultural development

In our teaching of Religious Education, Lytham Church of England Primary School contributes heavily to the children's spiritual development. Religious Education can help pupils explore different spiritual beliefs and experiences. At Lytham Church of England, we provide children with opportunities to learn about other cultures, beliefs and experiences. We develop respect of faiths, feelings and values. Religious Education allows children to enjoy learning about oneself, others and the surrounding world. It gives them the ability to use their imagination and creativity and then reflect on their experiences. Religious Education also helps pupils to consider moral beliefs through and respecting the views of others and adopting responsible classroom behaviour. It gives them an opportunity to recognise what is right and wrong, respect the law in relation to school rules and the guidance of a faith. Religious education also supports the teaching of social issues and allows pupils to appreciate diverse views, participate, volunteer and cooperate, resolve conflict, engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Religious education allows pupils to appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

Inclusion

At our school we teach the same Religious Education to all children, whatever their ability and individual needs. This matches with the school's curriculum policy of providing a broad, balanced and ambitious education to all children. Through our teaching of Religious Education we provide learning opportunities

that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. We take all reasonable steps to achieve this.

Arrangements for the withdrawal of pupils from collective worship/ R.E Teaching

If parents state that they may wish to withdraw their children from R.E. lessons or collective worship then alternative National Curriculum work will be provided, however the Worship and Religious Education provided by the school is in accordance with the Church of England. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/ or Religious Education lessons cannot insulate them from the religious life of the school.

If such a request for withdrawal is made, the Headteacher should explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to.

Parents may request the governing board to provide Religious Education for their children according to the locally Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where Religious Education is provided according to the locally Agreed Syllabus. The governing board **should** make provision unless the circumstances make it unreasonable to do so.

Should the governing board be unable to make such arrangements for Religious Education to be delivered according to the Agreed Syllabus, the responsibility for doing so then falls on the Local Authority. The Local Authority may decide that such a request for separate Religious Education is unreasonable and the parental request then fails.

Assessment in Religious Education

Assessment in Religious Education is based wholly on Teacher Assessment. We use the 8 level Ladder of Achievement and Expectation. At the end of Key Stage 1 children are expected to be working at the second level of the ladder, and at the end of Key Stage 2 all children are expected to be working at the fourth level on the ladder. Judgements can be made in the following ways:

- From the general expectations for pupils' age and ability

- From an examination of pupil's work in other areas of the curriculum and comparing these with standards in R.E.
- From the quality and depth of discussion and questioning by the pupils: their understanding of religious concepts, especially those specified in the Scheme of work for R.E; and their use of appropriate religious terminology.
- From the quality and depth of pupil's responses and interests.
- From the knowledge displayed by pupils, especially of the content specified in the "Questful RE" scheme of work.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in Religious Education is the responsibility of the subject leader, in conjunction with colleagues and the SLT. Book looks Refer also to the Subject Leader Policy and Job Description, and the school's cycle of monitoring and evaluation.

This Religious Education policy will be reviewed annually.