Lytham Church of England Primary School

Religious Education Policy

Date Reviewed: September 2026
Reviewed by: Mrs J Taylor- RE Subject Lead
Approved by: Governing Body
Date of next review: September 2027

"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 follows the responsibilities outlined in the subject leader

policy**.** The curriculum chosen is the 2026 "Questful R.E." syllabus, produced by Blackburn Diocesan Board of Education. The curriculum fulfils all legal requirements and the statement of entitlement for Church of England Education Schools 2026.

Religious Education and Collective Worship work together to help 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 and non-religious views.
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.
In our school, we will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences.

The aims of Religious Education in Church Schools are:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.

• Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.
(RE Statement of Entitlement- 2026)

All pupils can expect:

• RE to be a high-profile subject and a priority for those who lead their school.
• To be enabled to achieve highly in RE, irrespective of educational need or disadvantage.
• A sequenced curriculum where they will learn about a range of religious and non-religious worldviews and the diversity that exists within those worldviews.
• A balanced curriculum, using high-quality resources, where they engage with a range of ways of knowing, including theology, philosophy and the human and social sciences.
• Teachers who have secure RE subject knowledge and are able to deliver content accurately whilst having the ability to challenge common misconceptions.
• RE to be delivered in an objective, critical and pluralistic manner.
• RE classrooms which are safe, supportive spaces where pupils can openly explore their own religious, spiritual, and/or philosophical ways of living, believing, thinking, and belonging.
• To be given the opportunity to articulate their personal worldviews and engage in meaningful, respectful dialogue with others.
• RE teaching which promotes religious and cultural understanding within communities and society.
(Religious Education Statement of Entitlement, 2026)

Parents and carers can expect:

• RE to be an expression of the school's theologically rooted Christian vision and a priority for those who lead their child's school.
• RE to be a high-profile academic subject, distinct from collective worship and non-confessional in nature.
• RE provision to reflect the Anglican foundation on which the school is established (i.e. according to its trust deed or academy funding agreement).
• Christianity to be the main religious worldview studied in and through RE in each year group/phase equating to at least 50% of curriculum time.
• A range of religious and non-religious worldviews to be studied.

• An RE curriculum to be offered for all pupils in all statutory year groups (Reception to Year 6).
(Religious Education Statement of Entitlement, 2026)

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, traditions and non-religious world views.
• 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.;

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.
- Learning 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 are taken from the "Questful RE" Syllabus produced by Blackburn Diocesan Board of Education. 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 learning expectations of each unit, so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in Religious Education in phases. The long-term Curriculum plan maps the Religious Education units of work to be studied in each specific year group across each term from Nursery to Year 6. It is devised by the subject leader based on the "Questful RE" syllabus.

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. The subject leader advises staff and monitors the teaching and learning sequence.

In EYFS, we teach Religious Education using the specific EYFS units and use the "Chatterbox" approach. This is where discussion and learning is stimulated using a box of objects or artefacts. Our Nursery provision uses some of the EYFS units through which to teach their RE curriculum. Our Nursery celebrate many Christian festivals and explore those of other world faiths and non-religious views.

Christian Values

Here at Lytham Church of England Primary School, 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. The Christian Values we have chosen to focus on are Love, Respect, Service, Honesty, Determination, Thankfulness, Faith, Friendship and Forgiveness.

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 the British values are explored by teaching the children about other World Faiths and non-religious views.

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 cultural 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 need. This matches with the school's curriculum policy of providing a broad, balanced and ambitious education for 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 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 (as parents are legally entitled to do) 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. The headteacher will seek advice from the Diocesan School Governor and Blackburn Board of Education.

Parents may request the governing board to provide Religious Education for their children according to the 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 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. It can be made in the following ways:

- From evidence matching the unit 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.