



## Religious Education Policy

<b>Reviewed by Full Governors</b>	Summer 2025
<b>Next review date</b>	Summer 2028

### Our Vision Statement

Children are at the heart of everything we do and Christ is the light that guides us. [John 8:12](#)

- Christian values and compassion are cherished and are the heartbeat of our actions.
- Every aspect of school life is centred around how to make a positive impact on every child.
- Children are nurtured to help them feel safe and happy.
- Everyone in our school is valued and respected
- We intend for every child to be able to grow, reach their full potential and develop a lifelong love of learning
- Everyone's efforts and achievements are celebrated
- We help each other to make healthy lifestyle choices.
- Everyone is encouraged to make a positive contribution to their future in a diverse world.

### Our Christian Values

COURAGE    LOVE    FRIENDSHIP    HOPE    FORGIVENESS    RESPEC



## **The Importance of Religious Education**

**To a Church School, religious education and collective worship should be seen as part of an integrated experience, with collective worship acting as an expression of what is taught in many RE lessons. Pupils gain a religious education in its fullest sense in a Church School through good, well-planned and well-organised collective worship, through the example of teachers who uphold Christian Values and support the Christian ethos of the school, and through the high quality of RE teaching.**

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.

Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.

*(Religious Education the non-statutory national framework)*

Religious Education makes a profound and distinctive contribution to the education of young people by helping them understand the place of religious faith in the world today and encouraging them to reflect upon ethical and religious issues within society

*(Nicole Meardon Chair of SACRE CWAC Agreed Syllabus for Religious Education)*

## **Introduction**

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Lostock Gralam Church of England Primary School

**The spiritual and moral development of our children underpins all aspects of our School life.**

## **Legal Requirements**

Lostock Gralam is a Church of England School where the teaching and learning is delegated to the Headteacher and the Religious Education subject leader/coordinator on a daily basis. As a Church of England Voluntary Controlled Primary School, Religious Education is taught in line with the Cheshire West and Chester Agreed Syllabus (July 2019). This is supplemented by material supporting our Christian Ethos from the Diocese of Chester which enables us to provide a rich and varied curriculum covering key concepts and ensuring that quality resources are used such as Understanding Christianity to reflect our school vision '**Children are at the heart of everything that we do and Christ is the light that guides us**' John 8:12.

## **Time Allocation**

At Lostock Gralam we allocate sufficient time and resources to ensure that the expectations of the agreed Cheshire West and Chester syllabus can be met. These experiences are progressive and coherent, developing the core knowledge as specified and the skills required to access religion and worldviews.

KS1 36 hours a year (e.g. 50 Minutes a week)



KS2 45 hours a year (e.g. one hour per week)

### **Foundation Stage**

Children will experience enquiry based RE related activities from Christianity and a range of world religions to contribute to the Foundation Stage curriculum requirements.

### **KS1 (Years 1 and 2)**

<b>Christianity</b>	Sikhism	Hindu Dharma
Judaism	Islam	Humanism

### **KS2 (Years 3 and 4)**

Humanism	Judaism	<b>Christianity</b>
Hinduism	Islam	

### **KS2 (Years 5 and 6)**

<b>Christianity</b>		
Islam	Sikhism	Humanism

### **Withdrawals**

Parents have a right by law to withdraw their children from the Religious Education curriculum. In this event, the School will undertake responsibility for the supervision of withdrawn pupils with regard to health and safety, alternative work will be provided.

### **Aims**

The purpose of teaching Religious Education in School is to:

- To show children that Christianity is about following the living God, Father, Son and Holy Spirit and is relevant to their daily lives.
- To extend children's ability to reflect upon themselves as whole people, experiencing life through body, mind and spirit.
- To help pupils understand the significance of religion and its contribution to their spiritual, moral, social and cultural development.
- To prepare children for a life in a diverse multi-cultural society in Britain.

### **Principles**

We aim through our teaching ...



- To provide a course of Religious Education within the Cheshire West and Chester framework alongside the *Diocese of Chester Religious Education Guidelines* appropriate to the educational needs of the children in our School, at their different stages of development. We also use Questful RE from the Blackburn Diocese to provide high quality teaching and learning opportunities.
- To contribute to the spiritual, social and moral development of the School as a caring community and the pupils as individuals.
- To assist and encourage experience of Christian life and worship.
- Through study of major world religions to encourage and understanding an appreciation of the rich diversity of religious belief and practice in society today.

We aim to encourage children in our School.....

- To grow in awareness of others through learning activities involving sharing and co-operation and to develop trust and respect for others.
- To formulate their own sense of purpose in life and to embark upon a personal search for a faith by which to live.
- To learn something of the religious experiences of others.
- To develop their own beliefs, values and ideals in the light of their experiences
- To develop respect for other people, their beliefs and their life-styles.
- To develop an enquiring attitude towards religion and to explore activities of prayer and worship.

### **Entitlement**

- The children's entitlement is based upon the Cheshire West and Chester Religious Education Primary Scheme of Work and Essential Knowledge which has provided the basis for our long term plan.
- In the main, Religious Education will be taught as a discrete subject although the approach may vary. For example, in Key Stage 1 it may be more appropriate to integrate some areas of the Religious Study programme into a general topic with a thematic approach.
- Religious Education in School is organised using a whole School overview or plan. This lays out which units, or themes, should be studied by each year group. The Cheshire West and Chester Agreed Syllabus is used as a framework for what is taught at Lostock Gralam.
- Wherever possible all children will learn from primary source material as well as through the use of outside speakers with relevant experience and audio-visual aids. Visits to places of worship and drama workshops and visiting theatre companies also support the work of Religious Education in School. P4C teaching strategies are encouraged as a teaching tool, encouraging pupils to make personal responses and value the contributions of others.

### **Implementation**

- Religious Education will be taught throughout the School. Mainly by the class teacher and may be supported from time to time by clergy from local churches and visiting speakers.



- Religious Education may be taught in a 'whole class' setting but with flexibility to allow for discussion, questioning and reflection in small groups and individually.
- Visits to local churches such as St. Johns the Evangelist.
- Visits to other places of worship relevant to the other faiths studied in the scheme of work.
- A variety of teaching approaches are encouraged;
  - Teacher presentations, role play and storytelling, 'Open the Book'.
  - Questions and answer sessions, discussions and debates.
  - Individual and group research.
  - Photographs, pictures and maps
  - I.C.T, television, video, film, tape, CD, iPads and laptops to research and communicate ideas.
- Mind Friendly strategies will support teaching and learning as appropriate.
- Progression will be guided by the Diocese of Chester Religious Education Guidelines supported by CW&C Religious Education Scheme of Work.
- Religious Education may be integrated with other subjects as appropriate for example ICT, History and PSCH.
- Religious Education resources will be reviewed and updated regularly considering budgetary constraints.
- Classroom support will be welcomed under the guidance of the teacher, e.g. skilled individuals and parents etc.
- INSET will be included with the Strategic School Development Plan when appropriate.

### **Special Educational Needs.**

Children with special educational needs will work alongside the other children in their group, as in other curriculum areas, but differentiation in approach, language and expected outcome will be appropriate to the varying needs in the class. We aim to meet the full entitlement of every child in our School through addressing different learning needs Pupil Profiles may support children who are identified as having special educational needs. These will specify differentiated learning and assessment, where necessary.

### **See SEND School policy**

### **Equal Opportunities**

Religious Education as an essential part of the curriculum should be relevant, worthwhile and accessible to all. It should express that all pupils are loved and valued by God as part of creation.

We aim to help the children in our School to respect themselves and to be sensitive to the needs of others.

### **Health and Safety**

Teachers have a copy of the School Health and Safety Policy together with the Educational Visits Policy. Visits outside School should be risk assessed using the 'Evolve' electronic system. The Deputy Headteacher is the Educational Visits Co-ordinator and can offer advice.



The School and its grounds are maintained in a manner that promotes a safe, healthy and educationally stimulating environment.

### **Resources**

Resources are stored in the cross-curricular cupboard in Robins Classroom or in individual classrooms where needed. Additional artefacts and other topic materials can also be obtained from our learning resource library at Winsford.

### **Planning, Assessment, Reporting and Record Keeping**

- Under the Diocese of Chester Religious Education Guidelines the statutory position is that all pupils will be assessed based on the level expectations informed by the Cheshire West and Cheshire Religious Education Scheme of Work. We have created our own End Points for RE to reflect this and these appear on our on line tracking system.
- In order to show progress towards the end of Key Stage levels the staff appreciate that assessment of progress in Religious Education should be undertaken with sensitivity, based upon the teacher's observations of the child in class or group discussions, activities or recorded work.
- Children's work is evaluated and assessments for each child are carried out at the end of units of work. These statements will inform future planning assessment; reporting to parents; and curriculum monitoring by the Headteacher.
- End of term generic assessments are completed and currently end points are used to determine progress and attainment in RE.
- Records are kept by the class teacher and RE Subject Lead. RE books are passed up to the next class teacher.
- Summative reports to parents will be made at the end of the year.
- **Long Term Planning** is informed by the Diocese of Chester Agreed Syllabus and supported by the Cheshire West and Chester Religious Education Primary Scheme of Work.
- Staff use the identified **planning** from Questful RE, and from CWAC on our school long term.
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### **Monitoring and Evaluation**

- ❖ The Headteacher has overall responsibility for monitoring and evaluation.
- ❖ The Subject Leader will manage resources.



- ❖ The Subject Leader will endeavour to keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate.
- ❖ The Subject Leader will be aware of staff development needs and encourage continuing professional development.
- ❖ The Subject Leader will facilitate the sharing of good practice.
- ❖ The Subject Leader will be responsible for drawing up an action plan, if appropriate. This would be part of the School Strategic Development Plan. Actions may also sit within other action plans.