



Poulton-le-Sands CE Primary

Religious Education Policy

As a sanctuary of Christian love, we forge futures in our community. We inspire a joy of learning and a delight in one another. In faith, we are refined through challenge, growing with God, together.

The light shines in the darkness and the darkness shall not overcome it.

John 1 v.5

At Poulton-le- Sands we strive for RE to be of the highest standard, reflecting our distinctive Christian character.

In this Church of England Voluntary Aided School the Religious Education provided is in conformity with the rites, practices and doctrines of the Church of England as laid down in the Trust Deed. The management of RE is a distinctive role for the governing body and headteacher. The governing body as a whole is responsible for determining the nature of the RE provided.

The Religious Education in this school is a vital element in delivering our theologically rooted Christian vision. It contributes to a joy of learning enabling us to take delight in one another and to refine our thinking through challenge. It contributes to the intellectual, spiritual and moral development of our children.

Our Governors adopted the Blackburn Diocesan Board of Education Syllabus for RE which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2019.

The amount of time devoted to the teaching of R.E. will be approximately 5% of the overall curriculum time.

The emphasis is on Christianity and approximately 80% of the R.E. time will be spent on this with the other faiths taking up the remaining time. The other faiths we have selected to study are Judaism at Key Stage 1 and Judaism, Islam and Hinduism at Key Stage 2. However some units include a multi-faith element and these will be taught as part of our curriculum.

Religious Education and collective worship naturally complement and enrich one another, they are, however, managed separately.

Religious Education in a Church School lies at the very heart of the curriculum.

“In a Church school the pupils and their families can expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, this should include the ways in which it is unique and diverse. Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas. Pupils can expect that a Church school RE curriculum will engage and challenge them through an exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews. There should be opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils should explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences. In all Church schools progress in RE should be significant and attainment high enabling pupils to develop confident religious literacy.” **RE Statement of Entitlement: The Church of England Education Office 2019**

Time allocation

That the amount of time allocated to RE is at least 5%. This is the minimum recommended in national guidelines. There will be occasions when RE takes a larger slice of the curriculum, reflecting our school's greater commitment to the subject.

Within the curriculum time for RE, Christianity should occupy a minimum of **70%** of the time, up to a maximum of **80%**. Therefore, **20% to 30%** of RE Curriculum time should be devoted to the world faiths listed below. The guidance given in the syllabus we use leads to a 77/23 split.

As well as Christianity pupils should study aspects of the practices and beliefs of Buddhism, Hinduism, Islam, Judaism and Sikhism.

The aims of Religious Education at Poulton, in accordance with RE Statement of Entitlement: The Church of England Education Office 2019 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 of living, believing and thinking.

Appropriate to age at the end of their education at Poulton, the expectation is that all pupils are religiously literate and, as a minimum, pupils are 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.

Therefore, we 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.

We 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 at Poulton also helps 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 at Poulton helps 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 at Poulton 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.

SMSC

Our RE curriculum is a vital component of our spiritual, social, moral and cultural education. Educating our children about the differing belief systems enables children to understand and celebrate differences without fear. It encourages children to reflect on their learning and develop their own moral compass, belief systems and spiritual dimension.

The study of Christianity enables children to see what underpins our British justice system, law and order and aspects of our British traditions and customs e.g. Harvest

SEND

Our RE curriculum will be made accessible for children with additional needs. This may mean simple adjustments to the recording of their thoughts and ideas or more extensive adjustments to ensure the task meets their ability.

Resources

The majority of the resources used to teach RE are featured in the Questful RE syllabus. We use Understanding Christianity as a resource. In addition to these we have books and artefacts from many world faiths. These are stored centrally.

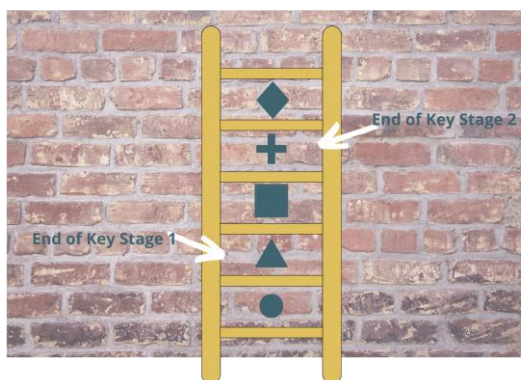
If a particular resource is required a budget is allocated annually and these can be purchased using this.

We use our clergy to support units and also visitors from many world faiths to give first hand accounts of their beliefs.

We explore visits to places of worship, our own church being visited each week in worship and then in curriculum time to explore specific aspects. We have good links with clergy from a range of Christian denominations in addition to world faiths.

Assessment

We use the ladder of expectation and achievement. Full details of this can be found in the Questful RE syllabus. Below is an overview of our assessment and record keeping.



The ladder of expectation and achievement is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. If the right tasks are set then the outcomes will be achieved. However, the ladder can be used

to make judgements about the level of individual pupils' achievement and this record sheet in Word format , or in PDF format can be used.

Teachers can set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement. The recording sheet is designed to be used once each term at the end of a unit.

There are no specific assessment tasks as every task, potentially, can be assessed and contribute to the expected achievements.

At the end of Key Stage 1 pupils are expected to be achieving at rung 2 of the ladder.

At the end of Key Stage 2 pupils are expected to be achieving at rung 4 of the ladder.

In each unit there are lists of expected outcomes all of which relate to the statements in the ladder and they are marked with the symbols from the ladder. These lists are generic and it is expected that teachers will incorporate them into learning objectives.

These expectations have been converted into 'I know' and 'I can' statements that can be used by pupils to self-assess or peer assess. These charts can be filled in with a positive tick or a thoughtful cross. They can be used by individuals, in groups, as a class or by the teacher. As with the outcomes these statements relate closely to the ladder and therefore teachers can quickly see whether or not pupils are meeting or exceeding expected levels of achievement.

The syllabus units give clear suggestions in *italics* as to how the outcomes of the activities can be recorded. From Year 1 onwards each child will have their own RE book and each class will have a class RE 'scrapbook'. The two books work together to provide the evidence that can be assessed and monitored.

The 'scrapbook' will contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard.

The RE leader will carry out an RE book/work scrutiny across the school regularly. The RE leader with the cooperation of the staff will create a portfolio of evidence of the RE taking place throughout the school.

The purpose of the portfolio is to monitor standards and achievements and to ensure that all children are experiencing creative and challenging RE. It is a working document that can be shown to staff, governors, parents and inspectors. It is a celebration of success and the distinctive quality of RE in our school.

The content of this document could include: –

- children's work from across the school with an indication of where it meets expectations in the ladder;
- photographs recording displays, artwork, visits and visitors;
- teachers' plans showing evidence of quality, creative and challenging RE;
- records of the RE leader's scrutiny of work and lesson observations;
- plans and work from special RE days or theme weeks.

Parental Rights of Withdrawal in a Voluntary Aided School.

Parents may legally withdraw their children from Religious Education.

The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. 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 or Methodist Church ethos, removal of pupils from Worship and/or Religious Education (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.

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.

RE Subject Leader: Mrs Kerry Higgs

Acting Headteacher: Mrs Laura Gardner

Date of this policy: 21st September 2025

To be reviewed: 30th September 2026