

R.E. Policy

This policy outlines the guiding principles by which Worsthorne Primary School will implement Religious Education in accordance with statutory requirements.

Intent

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Worsthorne Primary School we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

The Lancashire Field of Enquiry for RE lies at the heart of the new syllabus with its central question 'what does it mean to be human?' Pupils will progress in RE with regard to the exploration of shared human experience, beliefs and values, living religious traditions and the search for personal meaning. (Lancashire Agreed Syllabus 2016).

Our teaching aims:

The aims of religious education are to help children:

- Develop an awareness of spiritual and moral issues in life experiences;
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- Develop an understanding of what it means to be committed to a religious tradition;
- Be able to reflect on their own experiences and develop a personal response to the fundamental questions of life;
- Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- Develop investigative and research skills and to enable them to make reasoned judgments about religious issues;
- Have respect for other peoples' view and to celebrate the diversity in society.

Implement

How Religious Education is structured through the school

Year Group and Key Question for Year	Investigation 1 and Focus Question	Investigation 2 and Focus Question	Investigation 3 and Focus Question	Investigation 4 and Focus Question	Investigation 5 and Focus Question	Investigation 6 and Focus Question
EYFS	Special times: How and why do we celebrate? What times are special to different people and why?		Special stories: Why are some stories special? What special messages can we learn from stories?		Special places: What buildings and places are special to different people? OR What is special about our world?	
Key Stage 1						
Year 1 What do people say about God?	Christianity (God) Why do Christians say that God is a 'Father'?	Christianity (Jesus) Why is Jesus special to Christians?	Islam How might beliefs about creation affect the way people treat the world?	Judaism Why might some people put their trust in God?	Hindu Dharma What do Hindus believe about God?	Christianity (Church) How might some people show that they 'belong' to God?
Year 2 How do we respond to the things that really matter?	Christianity (God) Does how we treat the world matter?	Christianity (Jesus) Why do Christians say Jesus is the 'Light of the World'?	HINDU DHARMA How might people express their devotion?	ISLAM Why do Muslims believe it is important to obey God?	CHRISTIANITY (Church) What unites the Christian community?	JUDAISM What aspects of life really matter?

Key Stage 2						
Year 3 Who should we follow?	Christianity (God) How and why have some people served God?	Islam Why is the Prophet Mohammad (pbuh) an example to Muslims?	Christianity (Jesus) What does it mean to be a disciple of Jesus?	Christianity (Church) What do Christians mean by the Holy Spirit?	Sikhism Why are the Gurus important to Sikhs?	Hinduism Why is family an important part of Hindu life?
Year 4 How should we live our lives?	Hindu Dharma What might a Hindu learn through celebrating Diwali?	Christianity (God) How might a Christian use the Bible?	Sikhism How do Sikhs express their beliefs and Values?	Christianity (Jesus) Is sacrifice an important part of religious life?	Islam Why do Muslims fast during Ramadan?	Christianity (Church) What does 'love your neighbour really mean?

<p>Year 5 Where can people find guidance on how to lead their lives?</p>	<p>Christianity (God) Why is it sometimes hard to do the right thing?</p>	<p>Islam Why is the Qur'an so important to Muslims?</p>	<p>Hindu Dharma What might Hindu's learn from stories about Krishna?</p>	<p>Christianity (Jesus) What do we mean by a miracle?</p>	<p>Christianity (Church) How do people decide what to believe?</p>	<p>Judaism Do people need laws to guide them?</p>
<p>Year 6 Is life like a journey?</p>	<p>Christianity (Church) How do Christians mark the 'turning points' on the journey of life?</p>	<p>Hindu Dharma Is there one journey or many?</p>	<p>Islam What is the Hajj and why is it important to Muslims?</p>	<p>Christianity (Jesus) Why do Christians believe Good Friday is good?</p>	<p>Buddhism What do we mean by a good life?</p>	<p>Christianity (God) If life is like a journey, what's the destination?</p>

Teaching and learning

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. Sometimes they prepare presentations and share these with other member of the school in assemblies. The children also hold interviews with members of staff and other visitors such as the vicar of the local church.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty
- Grouping the children by ability in the room and setting different tasks for each ability group;
- Providing resources of different complexity, adapted to the ability of the child;
- Using classroom assistants to support the work of individuals or groups of children.

Curriculum planning in religious education

We plan our religious education curriculum in accordance with the Lancashire Agreed Syllabus for Religious Education. We ensure that the topics studied in religious education build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into the scheme of work offers the children an increasing challenge as they move through the school.

We carry out the curriculum planning in religious education in three phases (long-term, medium term and short-term). The long-term plan maps the religious education topics studied in each term during each key stage. Our medium term plan gives details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis.

Early Years Foundation Stage (EYFS)

Teaching and learning within RE for pupils in the EYFS is delivered and monitored via the 'Understanding the World' and 'personal, social and emotional development' strands of the curriculum. This is delivered via a range of topics including Christianity and other major world religions.

Equal opportunities in Religious Education

Religious education is taught within the guidelines of the school's equal-opportunities policy.

- We ensure that all our children have the opportunity to gain religious education knowledge and understanding regardless of gender, race, class, physical or intellectual ability.
- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- We aim to teach religious education in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We draw examples from other cultures, recognising that simple technology may be superior to complex solutions.
- We value religious education as a vehicle for the development of language skills, and we encourage our children to talk constructively about their religious education experiences.
- In our teaching, religious education is closely linked with literacy, mathematics and computing.
- We recognise the particular importance of first-hand experience for motivating children with learning difficulties.
- We recognise that the philosophical questions posed by religious education may strongly engage our gifted and talented children, and we aim to challenge and extend them.

Inclusion

At Worsthorne, we aim to provide for all children so that they achieve as highly as they can according to their individual abilities. We recognise that RE is as an essential part of the curriculum and should be accessible to all and children will be encouraged to fulfil their potential in all aspects of their development. We aim to help the children in our school to respect themselves and to be sensitive to the needs of others. At Worsthorne, we have a responsibility to ensure equality permeates in all aspects of school life, are committed to upholding British Values, and protected characteristics. Our RE curriculum aims to promote inclusivity, diversity, and mutual respect amongst all pupils, regardless of their backgrounds or identities. We encourage critical thinking, empathy and effective communication skills to empower our pupils to engage with the world around them with confidence and understanding.

Oracy in R.E.

Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher order thinking. At Worsthorne, oracy is embedded within the curriculum and children are given many opportunities to use their speaking and listening skills and develop their oracy skill set. Our R.E curriculum is rich in oracy opportunities- topics are split into big questions which immediately spark discussion in classrooms and throughout the unit. Vocabulary is developed throughout the big questions and celebration days.

Impact

Assessment, recording and reporting in Religious Education

We assess children's work in religious education by making informal judgements as we observe them during lessons. We mark a piece of work once it has been completed and we comment as necessary. On completion of a unit of work, we make a summary judgment about the work of each pupil in relation to the assessment grids provided by Lancashire. Children also complete an end of unit assessment, which supports the assessment procedure. Children are assessed in relation to the content and the RE skills for their particular year group. Hinduism, Islam and Christianity are taught progressively across the school. Therefore, there is an assessment grid for these three faiths. The grids should be used to set standards and expectations and to monitor children's progress. We record the attainment and use this as a basis for assessing the progress of each child, for setting new goals, and passing information on to the teacher at the end of the year and end of year reports.

Monitoring

The RE subject leader is responsible for monitoring the standards of the children's work and the quality of teaching in RE. They are also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject, and providing a strategic lead and direction for the subject in school. The RE subject leader annually identifies the strengths and weaknesses in the subject and indicates areas for further improvement in a report to the head teacher and governing body.

Review

This policy will be reviewed by the Subject Leader and the Senior Leadership team then presented to Governors before being formally adopted by the school.

Date of Policy	September 2025
Person Responsible	Nazia Ilyas
To be reviewed	Annually
Review Date	September 2026