**Hapton CE/Methodist Primary School**



**“I will lift up my eyes to the hills, where does my help come from? My help comes from the Lord, the maker of heaven and earth.”**

**Psalm 121 v 1-2**

Religious Education Policy

# Our Vision

Religious education at Hapton explores the meaning and purpose in life from beginning to end. It gives space for individual reflection and it provokes challenging questions such as who and why about the ultimate meaning and purpose of life. It explores Christianity and other principal religions, developing pupils’ knowledge and understanding of how they affect the fabric of personal and social life. It offers opportunities for personal reflection and spiritual development.

Religious education encourages pupils to develop their sense of identity and belonging and plays an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.

The aims of religious education are to enable children to:

* Develop an awareness of spiritual and moral issues in life experiences;
* Develop knowledge and understanding of Christianity and other major world religions and values systems found in Britain;
* Develop an understanding of what it means to be committed to a religious tradition;
* Develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
* Develop and promote a tolerant understanding of and respect for religious believers in our multicultural society;
* Develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
* Have respect for other people’s views and to celebrate the diversity in society.

## The legal basis of RE in the curriculum

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents in accordance with Schedule 19 to the School Standards and Framework Act 1998.

The key document in determining the teaching of RE is the locally agreed syllabus within the LA concerned. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses. LAs must, however, ensure that the agreed syllabus for their area is consistent with Section 375(3) of the Education Act 1996, which requires the syllabus to reflect that the religious traditions of Great Britain are in the main Christian, whilst taking account of the teaching and practices of the other principal religions represented in Great Britain.

Schools are not obliged to provide RE to pupils who are under compulsory school age (section 80(2)(a) of the Education Act 2002), although there are many instances of good practice where RE is taught to these pupils.

Our school RE curriculum is the Agreed Syllabus in Religious Education from The Diocese of Blackburn syllabus and the relevant sections of the Methodist Schools syllabus. Together they create an R.E programme that is in accordance with the curriculum and the mission statement aims. We emphasise the significance of Christianity, centred on Christian beliefs and practices, in the contemporary world. We encourage awareness and respect for other faiths.

## Religious Education Curriculum Planning

As our school is a CE/Methodist Church School, we aim to promote Christian beliefs, values and ethos through the teaching of religious education. RE is a compulsory subject and, within our school, it is taught discretely through a weekly lesson through special RE weeks using, ‘a block unit of work’. When planning, we use the National Curriculum to ensure breadth of coverage along with the LA’s agreed syllabus, the Diocese syllabus and the Methodist syllabus. The children are provided with opportunities to learn and understand through four key areas:

* Shared Human Experience;
* Exploring Living Religious Traditions;
* Beliefs and Values;
* Exploring Personal Meaning.

As we have mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the agreed syllabus but do not have to repeat topics. The class teacher is responsible for adapting the units of work.

Teaching and Learning

A variety of teaching methods are used to teach RE, such as role play/drama, stories and music. Visitors to school are also encouraged to give children the opportunity to listen to and ask questions about another person’s experiences of living/celebrating through different faiths.

The Foundation Stage children are taught RE through the area of Understanding the World. KS1 form the basis of children’s future understanding and therefore should begin with children’s own experiences and feelings, particularly around ‘special times, people, places and objects/symbols’. Many opportunities are given for thinking, talking, listening and responding to others respectfully. Much emphasis is placed on valuing and caring for other people in our local community and for children to relate their understanding to a wider/global community.

In KS2, similar opportunities should be offered and children should be encouraged to openly discuss their understanding, opinions and attitudes about religion. A great emphasis is placed on thinking skills.

We recognise that there are children of widely differing abilities in all classes and we ensure therefore, that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

• Setting common tasks, which are open-ended and can have a variety of responses

• Setting tasks of increasing difficulty (we do not expect all children to complete all tasks)

• Grouping children by ability in the room and setting different tasks for each ability group

• Providing resources of different complexity, matched to the ability of the child

• Using classroom assistants to support the work of individual children or groups of children

*Collective Worship is separate to the teaching of RE, though strands of Collective Worship*

*may be used to enhance the RE curriculum. See Collective Worship Policy.*

It is likely that a teacher may have his or her own religious beliefs/faith. The teaching of RE will not be used to indoctrinate or challenge children’s faiths/beliefs which may be different from their own. Teachers must be sensitive about the language that they use, for instance swapping, ‘I go to church on Sundays’ to, ‘Christians go to church on Sundays’.

Equal Opportunities

Every child is entitled to be taught RE regardless of age, culture, gender, background or special need or disability. RE develops a balanced view of the multi-cultural society that we live in without compromising the faith, non-faith or cultural background of any pupil.

(Please see the Equality and SEN Policies)

## Able, Gifted and Talented

Opportunities for more able children exist within differentiated tasks, suitable challenge and teachers’ questioning techniques; thereby developing a child’s thinking skills. Resources at a higher level may also be selected.

## Assessment and Recording

In our school, teachers use observation and discussions they may have with the children. On completion of a piece of work, the teacher marks the work according to the feedback and marking policy. At the end of a unit or work, the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum and age-related expectations. Parents receive information about their child’s progress and achievement in RE on a report at the end of each academic year. At the end of key stages, children’s levels are reported to SACRE.

RE is planned using the above syllabuses and they are used as a content guide. The Lancashire’s agreed syllabus has two main attainment targets;

• knowing about and understanding religions and worldviews.

• expressing and communicating ideas related to religions and worldviews

These include enquiry into, and investigation of the nature of religion, the range of beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Through this, the pupils should develop an understanding of ethical issues and an understanding of individual religions and how they relate to each other. Pupils should also develop an understanding of the nature and characteristics of religions. The focus is to develop pupils’ reflection on and in response to their own and other’s experiences in the light of their learning about religion. Pupils should develop the skills of application, interpretation and evaluation of what they have learned about religions. Pupils should learn to communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

## Monitoring and Reviewing

In order to ensure continuity and progression, it will be necessary to monitor the teaching of RE across the school. This is done through liaison with staff to be able to observe lessons, through INSET sessions, monitoring planning and coverage, carrying out pupil interviews. The result of any monitoring is discussed with the Headteacher/SLT and any actions resulting from this are acted upon within a given period.

The monitoring of standards of children’s work and the quality of teaching in religious education is the responsibility of the RE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school.

The Subject Leader has responsibility for:

* implementing the R.E. Policy and the Scheme of Work
* monitoring and organising school resources
* monitoring the children’s progress and standards of attainment in R.E.
* maintaining regular contact with the Diocese and attending Subject Leader courses and R.E. cluster meetings
* liaison and feedback to our R.E. Governor
* monitoring the quality of teaching and learning in R. E.

In our school, the subject leader is Mrs A Leyland

## Resources

There are a range of resources to support the teaching of RE across the school. We keep most of the resources in blue-labelled boxes in the upstairs storeroom. **This is accessible to adults only.** All resources are handled sensitively and with respect.

**To be reviewed: October 2026**