Crawshawbooth Primary School

RE Policy

October 2026

Mrs Masser

Mission Statement

Crawshawbooth seeks to provide a happy and secure learning environment where a child's natural curiosity is provided with challenges, experiences and opportunities that will enable them to grow into caring, confident and informed citizens of the future.

Inclusion

At Crawshawbooth School all curricular subjects will be taught inclusively to all children to take into account their special needs, race, religion, culture, gender, sexual orientation and their family circumstances.

The statutory requirements are to be found in the Education Act (2002).

1. Religious Education is part of the basic curriculum, but not of the National Curriculum. It must be taught according to a locally agreed syllabus, and be prepared by a specially convened standing conference. Religious Education in our school is taught within the framework of the Lancashire Agreed Syllabus, for RE 2021.

2. Religious Education must be denominational, but teaching about denominational difference is permitted.

3. Religious Education must be provided for all registered pupils (excluding Nursery), but parents have the right to withdraw their children from Religious Education lessons.

4. The Education Reform Act (1988) states that "Religious Education must reflect the fact, that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teaching and practices of other principal religions represented in the country". The Lancashire and Blackpool Agreed Syllabus meets the above requirements.

Intent Statement

We believe that RE has an important part to play in promoting spiritual, moral, social, cultural, cultural diversity and intellectual development of pupils. Pupils need to be aware that human life is not merely material life, and be open to the possibility of transcendent or spiritual life, exploring such experiences in their own lives and the lives of others. They need to approach sensitively and respectfully, the beliefs, actions and feelings of all people, so that they can take full part in building a more cohesive community, where people of different religions and of no religion, can live well together. By understanding the relationships between individuals and the community in religious

life, developing appropriate ways of communicating their own thoughts, feelings and responses, and applying these to their own beliefs, values and attitudes, the pupils will have a more sympathetic awareness of the needs and feelings of others. This will enable them to cope with the responsibilities and experiences of adult life.

Aims

The principle aim of Religious Education in school is to support pupils' personal search for meaning by engaging enquiry into the question, 'What is it to be human?' - exploring answers offered by religion and belief.

Building upon this we aim to:

1. Provide opportunities for all pupils to learn and achieve

- The school curriculum should develop enjoyment of, and commitment to, learning as a means of encouraging and stimulating the best possible progress and highest attainment for all.
- Provide rich and varied contexts for pupils to acquire, develop and apply a broad range of knowledge, understanding and skills.
- Enable pupils to think creatively and critically, to solve problems and to make a difference for the better.

2. Promote pupils' spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life

- Help pupils develop principles for distinguishing between right and wrong.
- Develop their knowledge, understanding and appreciation of their own and different beliefs and cultures, and how these influence individuals and societies.
- Promote equality of opportunity and enable pupils to challenge discrimination and stereotyping.
- Develop pupils' ability to relate to others and work for the common good.
- Use RE to prepare for the opportunities of adult life and for life long learning
- Enable pupils to respond positively to opportunities and responsibilities, to manage risk and cope with change.

Planning

We plan from the Lancashire Agreed Syllabus for RE 2021 (and occasionally from other, similar resources)

In KS1 and KS2, pupils must have opportunities to learn about Christianity and at least two other principle religions, and other religions and beliefs represented in the school community. In KS2, this will extend to religions and beliefs beyond the local area – the Lancashire region and recognising the impact of religion and belief locally, nationally and globally. Each key stage will follow a rolling program of enquiry-based study over two years, based on the following questions:

KS1:

Why does how we treat the world matter?
Why do Christians say "Jesus is the light of the world?" What aspects of life really matter?
What unites the Christian Community?
Why do Muslims believe it is important to obey God?

KS2:

What might a Hindu learn from Celebrating Diwali?
How and why might Christians use the Bible?
If life is like a journey, what is the destination?
What is Hajj and why is it important to Muslims?

One hour per week, (this may be blocked), should be devoted to RE, excluding assemblies.

The Early Years Foundation Stage

The Early Years Foundation Stage [EYFS] is a distinct Key Stage from Key Stage 1 and relates to the phase of young children's education from the age of 3 to the end of reception at the age of 5. RE is a statutory requirement for all pupils registered on the school roll, including those children in EYFS reception classes.

During the EYFS children may begin to explore the world of religion in terms of: special people, books, festivals and celebrations, places, objects and possibly visiting places of worship. They may be introduced to a range of religious words, and use all their senses in exploring religions and beliefs, practices and forms of expression. They can reflect on their own feelings and experiences. They can use their imagination and curiosity to develop their appreciation and wonder of the world in which they live. In the Foundation Stage children are taught a sense of belonging to their own community and place.

In addition, multicultural celebrations are covered throughout the year and link to all the areas of learning:

Prime Areas:
PSED- Personal, Social and Emotional Development - Circle time
Physical- Indian dance (dance)
CLL- cards for all faiths

Specific Areas:
Literacy- recalling simple religious stories, sequencing events
Expressive Arts and Design - powder paint, Diwali pictures outdoors Understanding the World - Diva lights (Diwali), Hanukkah candles, Christmas cards, Christmas story, Easter story

Religious Education may also be addressed through the following:

- Circle time in PSHE
- Collective Worship
- Assemblies
- Expressions of emotions in Art
- Music
- English
- History

The above list is not exhaustive and Religious Education may well be addressed in other curriculum areas dependent upon the unit being studied.

Strategies for the teaching of Religious Education

A variety of strategies will be used for the teaching of Religious Education. Work will seek to promote open enquiry and respect. The variety of strategies will include:

- Individual work
- Group work (groups can be mixed ability with differentiation by role or ability groups with differentiation by outcome).
- Class work
- The use of ICT to develop, support and enhance learning where appropriate.
- Visitors into school
- Links with other schools and faith communities

SEN

Teaching Assistants are deployed to help groups or individuals if necessary. RE is taught at a level appropriate to age, ability and experience; and is accessible to every child through personalised learning, differentiation of work and support.

EAL

Children with EAL will have full access to RE, with support from the EAL team if needed.

Gifted and Talented

These children are identified in planning and provided with appropriate challenges.

Resources

Resources are located in the labelled 'RE' cupboard in the lower junior corridor.

Homework

Homework may be used to support Religious Education through tasks such as:

- finding and bringing in artefacts and resources from outside school
- discussing important events that have taken place in their lives with family members i.e. birthdays, Christmas

Supervision and Activities for pupils withdrawn from Religious Education

Class teachers will make suitable arrangements for the supervision of pupils withdrawn from Religious Education. Pupils withdrawn from Religious Education will be supervised by a class teacher or the Teaching Assistant. Pupils will take suitable work with them. Suitable work could include any of the following:- Literacy activities, Numeracy activities, Science activities, Non-core activities, work from the pupil's own religious books.

Assessment, Recording and Reporting

Evidence is gathered mainly through observation, written tasks, discussions, drawings, photographs and ICT work. Practical work will be uploaded onto Seesaw. The recorded evidence assists teachers in their planning and in reporting to parents, governors and SACRE. Teachers to carry out end of unit quizzes to accurately assess the knowledge of each child. Each June, attainments reached by Year 2 and Year 6 are submitted to SACRE.

Reporting

A yearly report of progress in R.E. is made to parents through a written report.

Links to Other Policies

Presentation Policy
English
Homework
PSHE
Collective Worship
ICT
Art
Music
Assessment
Early Years Foundation Stage
AGT

The policy was written in October 2024

The policy will be reviewed and updated as necessary.