St Cuthbert's Primary School
RE Policy

Vision:

In our family school, we strive to be the best for today, for tomorrow, for ourselves, for each other, the wider world and for God.

As a Christian family we nurture an understanding that we are all of equal value and infinite worth.

In the safety of our unique family we will flourish and grow towards being Global Citizens and Courageous Advocates.

('You are now citizens together with God's people and members of the family of God'. Ephesians 2:19)

Mission statement:

Learning to love, loving to learn in the family of Christ.

('Encourage one another and build each other up'- 1 Thessalonians 5:11)

Intent

At St. Cuthbert's CE Primary School, we want every child to flourish and to "live life in all its fullness" (John 10:10) recognising and understanding that we are all of equal value and infinite worth. In Voluntary Aided Schools the management of Religious Education is a distinctive role of the governors and headteacher. RE must be provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England and/or Methodist Church. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in its school.

Through valuing Religious Education as a high-profile academic subject, our RE curriculum supports all children to develop a rich understanding of Christianity alongside a range of religious and non-religious worldviews. Through a progressive curriculum, children gain an understanding of the Christian faith, practices and values that will prepare them for the opportunities, responsibilities and experiences associated with becoming Global Citizens and Courageous Advocates.

Religious Education contributes significantly to pupils' understanding of themselves, others and the diverse world in which they live. Whilst our curriculum is steeped in biblical teaching, it is our responsibility to provide a balanced and challenging RE curriculum which enquires into religions and worldviews and explores how religious beliefs shape life and behaviour. We aim to prepare children to make reasoned and informed judgements about religious and moral issues, while developing tolerance and respect for different cultures and beliefs.

Questful RE

It is recommended that Governors of a Voluntary Aided School adopt the Blackburn Diocesan Board of Education Syllabus for RE which fully reflects the Church of England Statement of Entitlement for Religious Education (2026) and takes account of the National Content Standard for Religious Education.

Religious Education and Collective Worship

Although Religious Education and Collective Worship naturally compliment and enrich one another, they are managed separately. Religious Education is an academic curriculum subject and Collective Worship is a distinct expression of the school's Christian vision and character.

Please see our Collective Worship Policy for more information about this distinct area of school life.

Content and Time Allocation

"In a Church school pupils should expect a high-quality Religious Education curriculum which develops deep knowledge and understanding of Christianity as a living and diverse

global faith. Pupils should also learn about a range of religious and non-religious worldviews and develop an understanding of the diversity, continuity and change that exists within them.

Pupils should experience a balanced curriculum which engages with theology, philosophy and the human and social sciences. RE should draw upon biblical texts and key sources of authority whilst developing pupils' disciplinary knowledge and religious literacy."

"Pupils should be given opportunities to explore their own personal worldviews and engage in meaningful and respectful dialogue with others. All pupils should be enabled to achieve highly in Religious Education irrespective of educational need or disadvantage. "

"Parents and pupils are entitled to expect that Christianity should be the principal religious worldview studied and should constitute at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% across Key Stages 1-4.".

Religious Education Statement of Entitlement for Church of England Schools 2026

<u>The aims of Religious Education in Church Schools are:</u>

• To engage meaningfully and critically with learning which helps pupils make sense of the multi-religious and multi-secular world in which they live.
• To know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices using approaches which engage with biblical text and key sources of authority.
• To gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating diversity, continuity and change within those being studied.
• To grapple with questions of meaning and purpose raised by human existence and experience.
• To understand the concept of religion and recognise its continuing influence on culture, heritage and society.
• To develop disciplinary knowledge which equips pupils to become religiously literate.
• To explore their own religious, non-religious, spiritual and philosophical ways of living, believing and thinking.

Religious Education Statement of Entitlement for Church of England Schools 2026

<u>Appropriate to age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and, as a minimum, pupils are able to:</u>

• give a theologically informed and thoughtful account of Christianity as a living and diverse faith.

• show an informed and respectful understanding of religious and non-religious worldviews.
• engage in meaningful and informed dialogue with those of all faiths and none.
• reflect critically and responsibly upon their own beliefs, values and worldview.

Religious Education Statement of Entitlement for Church of England Schools 2026

<u>This distinctive church school approach can be expressed more fully as:</u>

Through Religious Education, pupils learn about:
• God revealed through creation, scripture, history and human experience.
• God revealed in Jesus Christ, whose life, death and resurrection remain central to Christian belief. • God at work through the Holy Spirit in the life of the Church and in the world today.
• the diversity of Christian belief and practice across time, place and culture.
• a range of religious and non-religious worldviews and the ways in which these shape people's lives and identities.
• the role of beliefs, practices, texts, communities and experiences in shaping understandings of meaning, purpose and truth.

Through Religious Education, pupils learn from:
• engaging thoughtfully and critically with Christian faith and practice.
• reflecting on the teachings and example of Jesus Christ.
• encounters with people of faith and belief from diverse traditions.
• exploring questions of meaning, purpose, identity and belonging.
• developing respect, understanding and generous hospitality towards others.
• reflecting critically on their own developing beliefs, values and worldview.

Religious Education in Church Schools should help pupils to:
• reflect theologically and explore the ultimate questions and challenges of life.
• engage critically with Christian beliefs and practices.
• develop the skills of enquiry, interpretation, analysis, evaluation and reflection.
• understand religion and belief through theology, philosophy and the human and social sciences.
• develop and articulate their own personal worldview.
• become active citizens, serving their communities and contributing to the common good.

Religious Education in Church Schools should enable:
• pupils and teachers to talk openly and respectfully about matters of faith, belief and meaning.
• pupils to make excellent progress in their knowledge and understanding of Christianity and other worldviews.
• all pupils, including those with SEND, to achieve highly in Religious Education.
• pupils to articulate their own views whilst respecting the views of others.

• safe spaces where ultimate questions and life issues can be thoughtfully explored.

Diversity Dexterity

It is vital that religious education encourages pupils to develop positive attitudes to their learning, and to the beliefs and values of others. Continually throughout our lives we encounter things that are unusual, strange and sometimes puzzling. We meet people who are different to ourselves. In order to be able to makes sense of these experiences and build an understanding of equity, diversity and justice across the world community, we all need, as human beings, to develop the following four attitudes.

Self-awareness in religious education includes pupils

- feeling confident about their own beliefs and identity and sharing them without fear of embarrassment or ridicule.
- developing a realistic and positive sense of their own religious, moral and spiritual ideas.
- recognising their own uniqueness as human beings and affirming their self-worth.
- becoming increasingly sensitive to the impact of their ideas and behaviour on other people.

Respect for all in religious education includes pupils

- developing skills of listening and a willingness to learn from others, even when others' views are different from their own.
- being ready to value difference and diversity for the common good.
- appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society.
- being prepared to recognise and acknowledge their own bias.
- being sensitive to the feelings and ideas of others.

Open-mindedness in religious education includes pupils

- being willing to learn and gain new understanding.
- engaging in argument or disagreeing reasonably and respectfully (without belittling or abusing others) about religious, moral and spiritual questions.
- being willing to go beyond surface impressions
- distinguishing between opinions, viewpoints and beliefs in connection with issues of conviction and faith.

Appreciation and wonder in religious education includes pupils

- developing their imagination and curiosity.
- recognising that knowledge is bounded by mystery.
- appreciating the sense of wonder at the world in which they live.
- developing their capacity to respond to questions of meaning and purpose.

Assessment and record keeping

Children's knowledge and understanding are assessed against the Questful RE Expected Standards of Attainment. Throughout each unit, milestone markers help to ensure that all children are acquiring the necessary knowledge and gaps in learning are rapidly addressed. A final checkpoint enables teachers to assess children's knowledge and understanding and use this to inform end of unit assessments. Children's working levels are shared with the RE subject leader who can then ensure that all groups of children are making good progress in Religious Education.

SEND provision

Children with special educational needs will be supported in accessing the RE curriculum by utilising

- The delivery of carefully structured teaching approaches in line with Inclusive Classrooms documents
- Imaginative learning experiences which arouse and sustain children's interest, and which encourage a variety of responses.
- Provision of appropriate resources
- Teacher's response and questioning
- Adaptation of curriculum to enable all pupils to access the R.E curriculum according to need

Resources

The resources used in Religious Education are those provided through Questful RE either within the syllabus or recommended through links and recommended reading identified.

The Role of the Subject Leader

The role of the subject leader is to

- Promote the Christian aims, values and ethos of St Cuthbert's Church of England Primary School, as expressed in our Mission Statement.
- Maintain the knowledge and progression of RE at St Cuthbert's through the dissemination of current information and facilitation of staff development.
- Ensure schemes of work from the Questful RE produced by The Blackburn Diocesan Board of Education are closely followed.
- Enable high standards of RE teaching through supporting, monitoring, assessing and providing leadership for colleagues.
- Enriching the teaching of RE through the provision of good quality and appropriate resources, subject to budget constraints.

SMSC development in Religious Education

Spiritual- Regular opportunities provided for pupils to reflect on their beliefs and those of others and explore the impact this has on lives. We encourage a fascination in learning about themselves, others and the world around them.

Moral- In RE pupils explore the consequences of behaviour and actions and how this links to a range of values. They investigate moral and ethical issues and learn how to give their viewpoints and listen to, respect and challenge the viewpoints of others.

Social- In RE pupils are encouraged to become active citizens in the world around them. We encourage them to learn about and understand the beliefs of themselves and others in society.

Cultural- Pupils are given opportunities to explore different faiths and cultural diversity. Through RE lessons and special celebration days they are invited to learn about how other cultures live their lives and celebrate significant events.

British Values within Religious Education

Democracy- A wide variety of discussion is encouraged in RE. This allows pupils to give their opinions in a safe environment whilst also listening to and valuing the opinions of others.

Rule of Law- Pupils learn about a variety of religions and the rules and laws they live by. Children in Year 3 study the unit "Is The 'Golden Rule' Agreed by Everyone?" during which they explore the values and purpose of rules and how they impact on our everyday lives.

Individual Liberty- RE helps pupils to recognise that individuals have choices about how they live their lives and the impact religion has on the choices of individuals. Pupils also explore how God's will influences the choices individuals make.

Mutual Respect- In RE, children develop skills of listening and a willingness to learn from others, even when others' views are different from their own. They are encouraged to be ready to value difference and diversity for the common good, appreciating that some beliefs are not inclusive and considering the issues that this raises for individuals and society. Children are supported to be prepared to recognise and acknowledge their own bias and to be sensitive to the feelings and ideas of others.

Respect of those of different faiths and beliefs- Learning about their own and others religions and beliefs encourages respect and tolerance. In each Year group pupils learn predominantly about Christianity and at least two other major World Faiths, with a range of coverage planned throughout their journey through school. Throughout every unit pupils are encouraged to make comparisons with their own religions and beliefs.

Parental rights of withdrawal in a Voluntary Aided School.

'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.'

The Church of England Board of Education and the Methodist Church

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- Emily Coolican

Headteacher- Emily Coolican

Policy written- October 2026