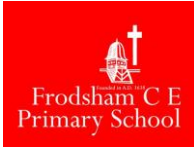


RELIGIOUS EDUCATION POLICY



Love each other as God loves us.

At Frodsham CE Primary School we endeavour to:

- Create a warm and welcoming ethos centred on shared Christian values.
- Develop happy, confident and resilient children who show respect for themselves and others, and make a positive contribution to their community.
- Make learning fun inside and outside of the classroom by providing a broad range of exciting and rich learning experiences which challenge and motivate all children.
- Recognise every child is unique, meet their individual needs and celebrate their achievements.
- Encourage all to be the best they can be.

Our core values are: love, respect, kindness, community, faith, and resilience

Presented to Staff and Governors: September 2025

Next Review: June 2028

Person Responsible: Susan Riddiough

Rationale:

As a Church of England school, the teaching of RE is seen as being of the highest priority, our most special subject, taught not only as a discrete subject but across the curriculum, permeating everything we do in school. RE in a church school should enable every child to flourish and to live life in all its fullness (John 10:10). It should help educate for dignity and respect, encouraging all to live well together.

1. Aims of the Policy

Our principal aim is to help children to understand the reasons for a religious interpretation of experience and to enable them to develop their own sense of purpose on life.

Through the teaching of Religious Education (RE), children learn the essential knowledge of other religions and worldviews, as well as skills and attitudes such as critical thinking and empathy. This understanding of others' worldviews is an essential first step to enabling each pupil to understand, reflect on and develop their own personal worldview, which is one of the core tasks of education. At Frodsham CE, it helps us to live out our vision to 'love each other as God loves us.'

Principle aims and objectives include:

- 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 living, believing and thinking.

2. Implementation

For effective learning to take place we recognise that pupils are active learners and require opportunities to inquire, question, develop responses and formulate their own views about fundamental questions. We try to develop positive attitudes of enthusiasm, curiosity, reflection, respect and tolerance.

We recognise that our pupils and their families expect an RE curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, inclusive of ways in which it is unique and diverse.

We provide meaningful and informed dialogue with a range of religions and worldviews. There will be opportunities for pupils 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 will explore how these may change in different times, places and cultures.

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Pupils have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews.

We have developed a coherent curriculum that enables progress through ordered and sequential learning developing both knowledge and skills.

Organisation of Curriculum time

In the Foundation Stage RE is taught weekly within the EYFS curriculum.

In KS1 RE is taught in class weekly for a minimum of 50 minutes.

In KS2 RE is taught in class weekly for a minimum of 60 minutes.

Teachers are encouraged to regularly visit St Laurence Church to support teaching and learning in RE, as well as seek the support of Rev Elaine Atack (incumbent at St Laurence) and other members of the parish. As part of the curriculum, it is expected that each year group will visit places of worship related to their curriculum teaching. These include places of worship for world faiths as indicated on the RE Long term Planning Document.

Additional opportunities for supporting the curriculum

Through our broad RE curriculum and enrichment activities, we aim to encourage all to 'love each other as God loves us'. It is vital that our children learn about all world faiths so that they can respect the diverse world they live in. Following a 6 week programme of work, led by Rev Elaine Atack and Mrs Kirby, during the autumn term, Year 4 children have the opportunity to be admitted to Communion within St Laurence Church.

Whole school work is complimented by a Harmony Week which is biennial. This incorporates visitors from world faiths and world beliefs, additional opportunities for children to visit other places of worship, and opportunities for children to engage in world music, dancing and drama activities such as African drumming. Whole school work is also complimented by a Prayer Spaces Week which is biennial. This allows all stakeholders to reflect and experience prayer activities through a wide variety of methods and across a wide range of themes.

Year 1 children attend 'Nativity on the Move' at Chester Cathedral which allows them to explore the Nativity story through a dramatised presentation.

Year 2 children are invited and attend the Christmas Journey at Main Street Church which allows them to experience a presentation of the Nativity story through music, craft, drama and storytelling.

Year 5 children are invited and attend the Easter Journey at Main Street Church which allows them to experience a presentation of the events from Palm Sunday through to the resurrection through drama, hot-seating and 'I wonder' questioning.

A weekly 'Prayer and Praise' lunchtime session allows children to both KS1 and 2 to access prayer activities and to lead or ask for prayers around personal, local or global concerns and needs.

A weekly Ethos Group is run for KS2 children, this encourages the children to think about how they can help others and show God's love to the wider community such as raising money for local, national or global charities, making and presenting cards and simple gifts to residents at a local care home, preparing and running community Afternoon Teas for local residents as well as developing the ethos of school through encouraging engagement in Advent and Lenten challenges.

Planning

A bespoke curriculum for school has been developed using the Cheshire West and Chester Agreed Syllabus and implementation of this is supported by RE programs such as Questful and Understanding Christianity.

Knowledge Organisers for each concept have been developed and are used as a basis for weekly planning, coverage and assessment.

Weekly short term plans are completed on the agreed school format showing clear differentiation and where appropriate assessment opportunities.

Teaching

It is expected that teaching staff will deliver their own class RE lessons weekly.

Recording

It is expected that there is a recorded outcome for each lesson either within the class Big Book or within individual RE books.

Early Years Foundation Stage will be expected to record all their lessons within the class 'Big Book'.

Year 1 will be expected to record at least 2 lessons from each concept within the children's own books, with all other evidence being presented in the class 'Big Book'.

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Year 2 will be expected to record at least 4 pieces of work within the children's own books for a 6 week half term, with all other evidence being presented in the class 'Big Book'.

Year 3 upwards will be expected to record at least 5 pieces of work within each child's book for each 6 week half term.

Recorded work is to include examples of extended writing, art and drama.

Assessment

Ongoing assessment is an integral part of planning, teaching and learning in RE and is recorded on the knowledge organisers which enables teachers to:

- make meaningful judgements about pupil knowledge and learning
- monitor and track pupil progress over the concept
- involve pupils in the learning and enquiring process through the sharing of key questions and learning objectives and through methods of self- assessment and peer assessment
- report annually on pupil performance in RE to parents/guardians

Resources

Planning from Cheshire West and Chester, Questful and Understanding Christianity documents are available.

A selection of books are available for ideas within the RE cupboard.

Resource boxes for each of the 6 world faiths studied are in the RE cupboards.

Archbishop of York Youth Award

To live out our vision to 'love one another as God loves us', in the Summer term both Year 2 and Year 5 will engage in a programme of study which will allow them to work towards attaining this Youth Award. The award encourages the children to develop their leadership skills alongside issues of kindness, teamwork, perseverance and community challenge.

Display

Each class has an RE wall display which develops into a 'working wall' throughout the delivery of the taught concept; recording the children's thoughts, questions and reactions as the work is explored.

Within each class there is an interactive reflective area to support the teaching of RE and to give children the opportunity to respond on a personal level to elements of the curriculum and in prayer.

Links to RE can be seen on displays across the curriculum.

3. Staff Responsibility

Subject Leader

It is the responsibility of the Subject leader to:

- Ensure that all teachers have a good understanding of the required curriculum and expected outcomes.
- Ensure resources are available to support class teaching.
- Ensure the agreed curriculum is implemented.
- Ensure ongoing assessments are completed.
- Monitor lessons, planning and outcomes.
- Evaluate assessments and progress across the school.
- Report the developments and progress of RE to the head teacher and governors.
- Track progress in RE and present an analysis of attainment and achievement to governors annually.
- Attend CPD to keep up to date with developments in RE teaching and learning.
- Lead and organise CPD opportunities for all staff.
- Identify areas for development in RE and plan and deliver an effective action plan, evaluating its success.

Class Teachers

It is the responsibility of the class teacher to ensure:

- they have a clear understanding of the concepts which they are teaching.
- they teach RE weekly within their class.
- that their planning is in place in line with the agreed school format.
- that all children are able to access the curriculum using appropriate differentiated activities.
- work is recorded within each lesson either in the class Big Book or children's individual RE books.
- there are the relevant number of pieces of children's individual recorded work each half term.
- they highlight to show assessments on the knowledge organisers.

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Teaching Assistants

It is the responsibility of the teaching assistants to:

- Ensure they support the teaching staff within the delivery of the curriculum as indicated on the class planning.
- Support the teacher to produce an RE display which reflects the current concept.
- Assist in the creation of class reflective areas each term.

Head teacher and Governors

It is the responsibility of the head teacher and governors to ensure:

- RE is taught by the class teacher only.
- that RE is being taught appropriately across the school.
- that RE is being monitored, assessed and evaluated across the school.
- that staff have access to training appropriate to their needs and the school.
- the school self evaluation and development plan clearly identifies areas of strength in RE and areas for improvement.
- there is a named governor linked to RE.

4. Monitoring and Reporting

Annual lesson observations by the head teacher and the subject leader will take place within the autumn term.

Monitoring of books, assessment and planning will take place termly by the head teacher and or subject leader.

Opportunities for pupils' voice will be included within the yearly monitoring programme using small groups, one to one sharing sessions and questionnaires.

Opportunities for staff, governors and parents' feedback will take place yearly within meetings and through questionnaires.

Feedback from all monitoring will be shared with staff to support their professional development.

Outcomes of monitoring and reporting will be shared with the governing body as appropriate.

Children's progress in RE is reported annually to parents within their child's individual school report and may also be commented upon at the biannual parents' evenings.

5. Opportunities for Spiritual Development through RE

"Spirituality is like a bird: If you hold it too closely, it chokes, and if you hold it too loosely, it escapes." Israel Salanter

At the heart of the Church of England's Vision for Education is the ambition for adults, pupils, and students to flourish as unique, complete individuals, in body, mind and spirit. In effective Church of England schools, the spiritual dimension can be strikingly tangible in the culture, consciousness, and conversations of the school, as an outworking of a deeply Christian vision.

Spirituality is a deep connection to ourselves, others, and the wider world, brought about by a sense of belonging and appreciation of the beauty and wonder of God's creation. It is a broader sense of personal and moral development; allowing an individual to explore the person they want to become. Spirituality becomes the recognition that there is something much greater than oneself, which invites a response, bringing insight, reflection and meaning. It is our ability to be present and 'in the moment' allowing us to delight in the awe and wonder of all that we encounter and give us a sense of meaning and purpose in life.

At Frodsham CE, we have developed a shared understanding of spiritual development and our whole curriculum supports spiritual flourishing. Please see the Spiritual Development Policy.

Religious Education provides opportunities to promote spiritual development through:

Nurturing the Spirit

Learning that each of us has a spirit that can grow and flourish through our experiences and relationships.

Big Questions in Life

Talking, thinking, and wondering about big questions like: How did the universe begin? What happens after we die? What is good and what is evil? What do people believe about God?

Important Values

Focusing on values that have always been important throughout history and thinking about how living out values such as British values and our school values can help to make the world a better place.

Understanding Religions and World Views

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Learning about important ideas, experiences, and beliefs in different religions and world views. Seeing how these beliefs shape the lives of believers. Thinking about our own beliefs and understanding and respecting the beliefs of people around us.

Human Dignity

Thinking about how different religions and world views see the worth of people. Considering how we relate to each other, nature, and God.

Spiritual Words

Learning and explaining the special words that describe spiritual experiences.

Time for Thinking

Making time in lessons to feel wonder, to wonder and reflect.

Positive Relationships and Community Understanding the importance of good relationships and building a sense of community.

Developing Personal Views

Forming our own ideas and opinions on religious and spiritual topics and learning to respect those of others.

6. Opportunities for Moral, Social and Cultural Development and British Values

Provision is made at all times in the teaching of RE for children to freely express themselves and to talk openly about their feelings, issues and concerns in a supportive, caring and accepting atmosphere. Through RE, children learn about a range of different faiths supporting the fundamental British value of 'mutual respect for and tolerance of those with different faiths and beliefs and those without faith'.

Religious Education provides opportunities to promote moral development through:

- enhancing the values identified within the National Curriculum, particularly valuing diversity and engaging in issues of truth, justice and trust.
- exploring the influence of family, friends and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders and world views.
- considering what is of ultimate value to pupils and believers through studying the key beliefs and teachings from religion and philosophy about values and ethical codes of practice and in so doing understanding and appreciating the viewpoints of others.
- studying a range of ethical issues, including those that focus on justice, to promote racial and religious tolerance and personal integrity and in so doing respect the civil and criminal law of England.
- gaining an understanding of and respect for the range of religious and world views and developing an opinion.

Religious Education provides opportunities to promote social development through:

- considering how religious and other beliefs lead to particular actions and concerns.
- investigating social issues from religious perspectives, recognising the diversity of viewpoints within and between religions and other world views as well as the common ground between them.
- developing the skills and personal qualities necessary for living and working together as part of a wider community, for example through discussion around key beliefs and ideas from religious and other world views.
- articulating pupils' own and others' ideas on a range of contemporary social issues.
- acceptance and engagement with the British values of democracy; rule of law; individual liberty; mutual respect and tolerance in relation to those of different faiths and beliefs.

Religious Education provides opportunities to promote cultural development through:

- promoting a sense of enjoyment and fascination when encountering people, literature, the creative and expressive arts and resources from differing cultures including their own and those of others.
- considering the relationship between religion and cultures and how religions and beliefs contribute to cultural identity and practices.
- celebrating diversity by promoting racial and interfaith harmony and respect for all; combating prejudice and discrimination; contributing positively to community cohesion and promoting awareness of how interfaith cooperation can support the pursuit of the common good.

Religious Education provides opportunities to promote British values through:

- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and respected and should not be the cause of prejudicial or discriminatory behaviour.
- encouraging tolerance, mutual respect and positive attitudes towards diversity.
- exploring different religious codes for human life and comparing these with the rule of British law, e.g., how the Decalogue was the basis for British law.
- develop an understanding of the importance of individual liberty (which is protected in law) to choose and hold a religious or non-religious world view.

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- understanding religious teachings on the rights and value of the individual and exploring the importance of fairness and democracy; the rule of law and justice.

7. Equal Opportunities

All children have the right to a broad and balanced curriculum of which RE is a part. Being a CE school Christianity has a high profile within all that we teach. We are however aware and explicitly share with the children that Christianity is but one faith among many accepted within the wider world. The children are all treated equally within the delivery and expectations of RE and at parents' request can be withdraw from all of or elements of the teachings which takes place.

8. Health and Safety

Throughout all RE lessons health and safety is of paramount importance and teachers are explicitly aware of the need to keep all children safe.

Teacher's expectations when the children handle all equipment, artefacts and books is high.

If and when candles, incense or water are used to support lessons, appropriate action is taken by staff to ensure the safety of every member of school.

Visits to church will be staffed appropriately to ensure the school policy on child to adult ratio is maintained.

Two members of staff will assist in the crossing of roads to church ensuring children are able to progress safely. The school policy on behaviour will be upheld at all times.

	Date	Reviewed by	Notes
Policy received	10.10.02	M Powell, C Smith	
Reviewed/ amended	19.09.05	G Fullbrook, M Powell	policy amended to reflect change in scheme of work used
Reviewed/ amended	January 2011	Curriculum Committee	Amended slightly
Reviewed/ amended	September 2012	Jane Bennett/Curriculum Committee	Amended slightly
Reviewed/ amended	July 2017	Susan Riddiough	Amended
Reviewed/ amended	May 2021	Susan Riddiough	Amended
Reviewed/ amended	June 2023	Susan Riddiough	Amended
Reviewed/ amended	June 2025	Susan Riddiough	Amended

Signed:

(subject leader)
(governor)