

R.E. Policy

In our school, the wellbeing and education of all our children comes first

Reviewed	**Autumn 2026**
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RATIONALE

Religious Education is taught as part of a cross-curricular approach to citizenship education. Through this, we aim to promote the spiritual, moral, and cultural development of all pupils.

Religious Education is a compulsory subject and forms part of the national curriculum. The RE syllabus used at Elton Primary School and Nursery follows the Cheshire Agreed Syllabus for Key Stage One and Key Stage Two.

Parents do have the right to withdraw their child from RE. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents meet with the Headteacher to discuss their concerns. If the matter cannot be resolved, parents need to apply to the Governing Body in writing to withdraw their child from RE lessons. The Governing Body will make arrangements with the Headteacher for the child(ren) to be supervised or engaged in another activity during this time.

RE is taught, as in other curriculum areas, by starting from the pupils' own life experiences and relating these to similar or different experiences of other people in the local community and in the wider national and international community. The background of many children in our school appears to be Christian, however the vast majority of pupils appear to have little experience of any strong faith or belief.

Intent

At Elton Primary School, it is our intention that our RE curriculum empowers our students to be able to show empathy and respect for others, including issues which affect people nationally and internationally. We do this through teaching the fundamental concepts at the heart of RE, such as the celebration of the broad range of beliefs and cultures in our world. We encourage our students to be inquisitive about different religions, to accept that others may have beliefs different from their own, and to respect these differences. Our RE and RHE lessons promote independent thinking and confident self-expression, whilst also encouraging respect for the opinions of others. Teamwork skills are built through critical and creative discussions, and through the debate of key concepts. By teaching RE using a variety of different disciplines, such as art, music and drama, lessons are engaging and enjoyable for students.

Purpose of Study

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices. RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion within the school, local, UK and global communities.

Aims of the RE Curriculum

RE is an important part of the school curriculum and is taught relevant to the child's stage of development and experience. We seek to provide a clearer idea of what religion is about, the importance that it plays in many people's lives and how that faith is expressed in their daily lives and routines.

The overall aims are:

- That all children form their own opinions about religious beliefs and customs and that they develop an understanding and tolerance of people who hold a strong faith.
- That children enjoy learning about religion because it is taught in a stimulating and interesting way that arouses their curiosity and develops positive skills and attitudes.
- That children develop a sense of awe and wonder about the world around them.
- To help pupils understand some of the impact of religion throughout the world, its influences on the lives of individuals and communities and its effect on the cultural

diversity of their own and other societies both presently and in the past.
• To support pupils personal and spiritual development by encouraging self awareness and self respect.
• To help pupils develop their social and moral development by encouraging a positive attitude and valuing the beliefs of others, however different from their own.
• That children develop their social and personal development through encouraging resilience, teamwork and self-reflection.

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

Health, Safety and Well-Being
Visits to places of worship and other RE related venues are encouraged as an important part of developing a child's understanding of the role religion plays in communities. Prior to all visits, staff will carry out a formal risk assessment, if necessary, visiting the venue prior to creating the risk assessment. Staff will ensure that the context of the learning that will take place during the visit, will not undermine a child's own faith or challenge their belief and will only be presenting a knowledge base about a faith. Permission will be sought from parents/carers for each child to attend the visit. We acknowledge the sensitivity that some families may have with regard to their child visiting another place of worship, staff must ensure that they do all they can to assure parents and encourage pupil participation.

Time-Tabling for RE
The children in the Foundation Stage are taught RE through the area of Knowledge and Understanding of The World. They learn about key religious celebrations and festivals, linked to the time of year.
In KS1 and KS2 RE is mostly taught discreetly, however learning may also take place as part of a cross-curricular approach eg through RHE, SMSC (Social Moral Sprirtual Cultural work in history, geography, art etc.) or as part of a focus day or period of time eg Christmas and Easter. (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).

Teaching and Learning
A variety of teaching methods should be used to teach RE, such as role play/drama, stories and music. Visitors to school should also be encouraged to give children the opportunity to listen to and ask questions about another person's experiences of living/celebrating through different faiths. Beliefs, Practices and Values underpin the teaching of RE.

1. Beliefs – these are the major ideas, concepts, often expressed as teachings, within a faith community.
2. Practices – these are the ways in which faith is expressed, both corporately and individually within a religious tradition.
3. Values – these are the core moral principles held by members of a faith community.

The Foundation Stage and KS1 forms the basis of children's future understanding and therefore begins 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 also for children to relate their understanding to a wider/global community.

<u>Key Stage One.</u>
In Key Stage One, children are given opportunities to acquire and develop knowledge, understanding and skills in R.E. through the following areas:

- Christianity
- Judaism
- Islam
- Hinduism

- World Views (including Humanism)
- Celebrations
- Beliefs and Practises

In KS2, similar opportunities are offered and children are encouraged to openly discuss their understanding, opinions and attitudes about religion.
It is likely that a teacher may have their own religious beliefs/faith. The teaching of RE must not be used to indoctrinate or challenge children's faiths/beliefs which may be different from their own. Teachers are sensitive about the language that they use, for instance swapping, 'I go to church on Sundays' to, 'Many Christians go to church on Sundays'.

Key Stage Two.
In Key Stage Two, children are given opportunities to acquire and develop knowledge, understanding and skills in R.E. through the following areas:

- Christianity
- Sikhism
- Islam
- Hinduism
- Judaism
- Baha'i
- World Views (including Humanism)
- Beliefs, Values and Practises

Where possible, links will be made with the wider curriculum, P4C, PSHCE documentation in all key stages.

Planning for RE
Education in RE looks at both:

• Learning *about* religion
This includes 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.

• Learning *from* religion
This focuses on developing 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.

Assessment
As RE involves a process of personal development and emerging/changing views, it is difficult to formally assess all but the ability of children to recall facts and to be able to express a view about religions.

Often the effectiveness or importance of an experience cannot be measured; experiences in RE are not limited to what can be objectively assessed or measured.

Teachers assess what pupils know about religions, what their attitudes are to religions and how well they are able to express their own views and feelings towards other religions. This is formally reported to parents as part of the child's end of year report.

Planning is part of a child-based, knowledge-rich process, beginning with children's current levels of understanding and building on those, bringing in their own ideas and experiences of different religions. Examples of work produced, videos, photographic experiences are kept as an evidence base for making evaluations about the teaching of RE and the successful levels of learning that have been achieved.

Homework

As the home may be the greatest source of a child's knowledge and understanding of RE, it is appropriate to set homework tasks related to developing and sharing their understanding.

Role of the Co-ordinator

Their role is to:
• Provide support, advice and resources to members of staff
• Monitor the teaching or RE and outcomes for all children, revising policies and supporting staff with planning of RE where necessary.
• Monitor the teaching of RE across the school highlighting the continuity and progression of the areas taught across the school
• Attend relevant training and support staff through relevant INSET sessions
• Monitor the use and need of resources throughout the school.

Monitoring
In order to ensure continuity and progression, it is 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 time frame.

Resources
Resources are centrally stored and include books, pictures, artefacts, posters. All materials are, and should be, handled very sensitively and with respect. The ethos of our school is one which embraces a warm, tolerant and caring attitude towards other people, with respect for their beliefs and their property.

Collective Worship
Our School Assemblies Policy should be read in conjunction with this policy. We refer to collective worship as assembly, but we do not confuse the two.