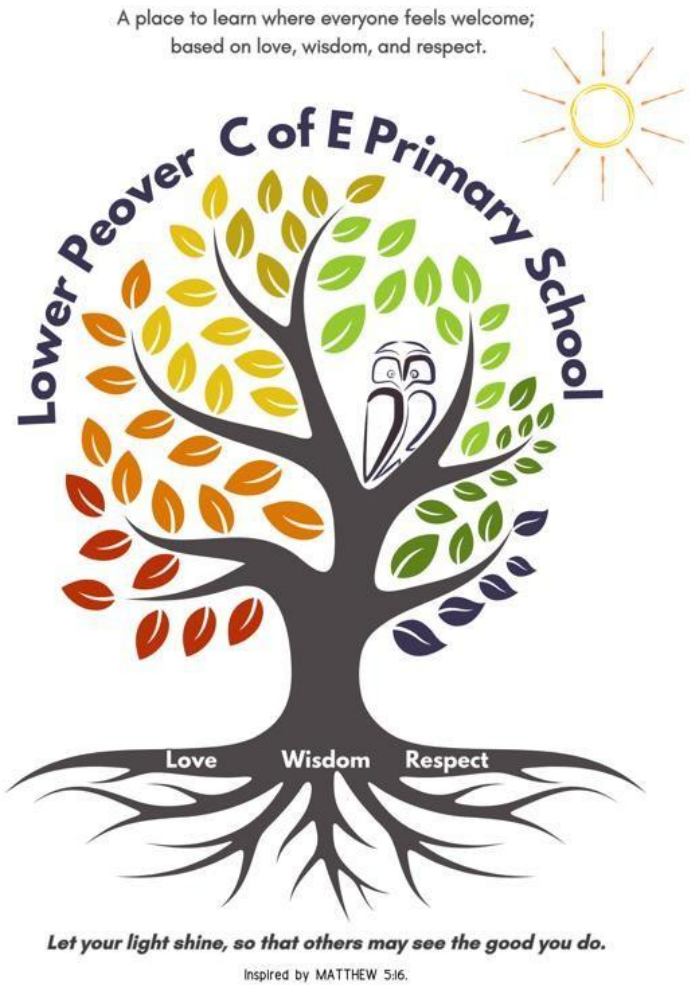

Religious Education Policy

Approved by Governors:	**October 2026**
Review Date:	**October 2027**

Lower Peover CE Primary School

Lower Peover CE Primary School is part of Chester Diocesan Learning Trust (CDLT) was founded by Chester Diocesan Board of Education and a number of Church of England schools in 2025.

Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.

1 Corinthians 12:12

Rooted in Christian values, we seek to strengthen one another through sharing of what makes us special. As "One Body" with "Many Parts" we support each school to be the very best version of itself, in turn benefitting the whole.

Lower Peover School Vision

"Let your light shine, so that others may see the good you do."

Matthew 5:16

A place to learn where everyone feels welcome; based on love, wisdom and respect.

Our Spirituality Statement

"Flourishing in Faith, Growing in Wonder, Guided by Light.

Religious Education lies at the heart of life and learning at Lower Peover Church of England Primary School. As a Church of England school, RE is a high-profile academic subject which makes a distinctive contribution to our Christian vision, spiritual flourishing and wider curriculum. It enables pupils to develop a rich understanding of Christianity as a living and diverse global faith whilst engaging with a range of religious and non-religious worldviews.

Through Religious Education, pupils are encouraged to explore questions of meaning, purpose, identity, belonging and truth. They encounter different beliefs, practices and traditions, develop religious literacy and learn how faith and worldview shape individuals, communities and societies.

RE contributes significantly to pupils' spiritual, moral, social and cultural development. It provides opportunities for pupils to think deeply, ask challenging questions, engage respectfully with others and reflect on their own developing worldview.

At Lower Peover, Religious Education helps pupils understand what it might mean to "let their light shine" through wisdom, compassion, respect, service and thoughtful engagement with the world around them.

The management of Religious Education is a distinctive role of the governors and headteacher. RE is provided in accordance with the school's Trust Deed and in accordance with the rites, practices and doctrines of the Church of England. The Governing Body as a whole is responsible for determining the nature of Religious Education provided in Lower Peover CE Primary School. Although Religious Education and collective worship compliment and enrich each other 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.

This policy reflects the Church of England Statement of Entitlement for Religious Education (2026) and follows the Blackburn Diocese Questful RE Syllabus. Religious Education at Lower Peover CE Primary School lies at the very heart of the curriculum. Allocated time for the teaching of Religious Education from is approximately 2 hours weekly. Christianity is the principal religious worldview studied and constitutes at least 50% of curriculum time.

The aims of Religious Education at Lower Peover CE Primary School are:

• 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.

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:

• 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.

This distinctive church school approach can be expressed more fully as: 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.

Spiritual, moral Social and Cultural Development in Religious Education at Lower Peover

Religious Education makes a significant contribution to pupils' Spiritual, Moral, Social and Cultural (SMSC) development. Through exploring Christianity and a range of religious and non-religious worldviews, pupils reflect on questions of meaning, purpose, identity and belief, supporting spiritual growth. RE develops moral understanding by encouraging pupils to consider ethical issues, values and personal responsibility. Social development is strengthened through respectful discussion, collaboration and engagement with diverse perspectives. Cultural development is enhanced through learning about different faiths, traditions and communities locally and globally. RE fosters respect, empathy and understanding, helping pupils become thoughtful, responsible citizens who contribute positively to society.

Leadership and Management of Religious Education

The leadership and management of Religious Education ensure that RE remains a high-quality, well-resourced and academically rigorous subject at the heart of the curriculum. The RE subject leader works with senior leaders and governors to develop, monitor and evaluate provision, ensuring compliance with statutory and Church school requirements. Leaders support staff through professional development, curriculum planning and assessment guidance, promoting excellence in teaching and learning. Regular monitoring of teaching, pupil outcomes and curriculum impact informs school improvement. Effective leadership ensures inclusion, equality of opportunity and high achievement for all pupils, while reflecting and strengthening the school's Christian vision and values.

Assessment of Religious Education

Assessment in Religious Education is used to monitor pupils' knowledge, understanding and religious literacy, ensuring all children make strong progress regardless of need or disadvantage. It is linked directly to the RE curriculum and focuses on pupils' understanding of Christianity as a living, diverse faith alongside other religious and non-religious worldviews. Assessment provides opportunities for pupils to demonstrate theological thinking, critical reflection, enquiry, interpretation and respectful dialogue. Teachers use ongoing formative and summative assessment to inform planning, record achievement and identify next steps. Outcomes help ensure high standards, inclusion, challenge and support for all learners in RE.

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 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.'

Religious Education leaders: Mrs Sharon Dean, Mr David Bradley, Mrs Cathy Lawrence

Link Governor: Mrs Louise Lawton