Religious Education Policy

Hindley All Saints' CE Primary School

Transforming Teaching Learning and Community through Gospel Values of Thankfulness, Love and Compassion.

Romans 12:2: "Be transformed by the renewing of your mind."

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1. Our Christian Vision

Transforming Teaching, Learning and Community through the Gospel Values of Thankfulness, Love and Compassion.

Romans 12:2: 'Be transformed by the renewing of your mind.'

Our theologically rooted Christian vision is at the heart of everything we do at Hindley All Saints'. We believe that Jesus was a transformer: a teacher who transformed people's lives and the way they lived. We seek to transform teaching, learning and our community through our curriculum, ethos and values, enabling every child and adult to flourish.

Our Gospel Values of Thankfulness, Love and Compassion guide the way we learn, treat one another and contribute to our community. Inspired by Romans 12:2, we encourage pupils to think deeply, reflect critically and consider how their beliefs and values influence their lives and the lives of others.

Through Religious Education (RE), pupils develop an understanding of Christianity, explore other religious and non-religious worldviews, ask meaningful questions and consider how beliefs can inspire people to live with purpose, kindness and responsibility. We want every pupil to develop curiosity, confidence, respect and compassion, recognising the importance of understanding themselves, others, the world and beyond.

2. Statement of Intent

Religious Education is a high-profile academic subject at Hindley All Saints' and is central to our identity as a Church of England Voluntary Aided primary school.

Our intent is to provide an ambitious, engaging and inclusive RE curriculum that enables every pupil to develop deep knowledge and understanding of Christianity as a living and diverse global faith, alongside a meaningful understanding of other religious and non-religious worldviews.

Through the Questful RE syllabus, pupils progressively develop substantive and disciplinary knowledge. They learn about beliefs, practices, sacred texts, places of worship and lived experiences, while developing the skills to investigate, interpret, analyse, evaluate and reflect.

Our curriculum is rooted in our Christian vision and Gospel values. It provides opportunities for pupils to explore how beliefs influence people's lives and how thankfulness, love and compassion can shape relationships, communities and responses to the wider world. We are committed to ensuring that all pupils, including those who are disadvantaged or have SEND, can access an ambitious RE curriculum and achieve well.

3. The Purpose and Aims of RE

The aims of RE at Hindley All Saints' are to enable pupils to:

- Develop a deep and coherent understanding of Christianity as a living, diverse global faith.
- Learn about a range of religious and non-religious worldviews, recognising diversity, continuity and change.
- Understand how beliefs, teachings, practices, sacred texts and sources of authority influence individuals and communities.
- Explore significant questions about meaning, purpose, truth, morality, identity and belonging.
- Develop religious literacy and accurate subject-specific vocabulary.
- Think critically through theological, philosophical and human and social science approaches.

- Interpret sources, explain ideas, compare viewpoints and evaluate arguments using knowledge and evidence.
- Reflect on their own developing beliefs, values and worldview without being expected to adopt a particular religious position.
- Engage in respectful dialogue and understand the contribution of religion and belief to culture, heritage, society and community life.

4. The Distinctive Nature of RE in a Church School

As a Church of England Voluntary Aided school, Hindley All Saints' provides RE in accordance with its Christian foundation, Trust Deed and the syllabus adopted by the Governing Body. The Governing Body has responsibility for determining the nature of RE provided in the school, with the Headteacher and school leaders ensuring that the curriculum is implemented effectively.

Christianity is the principal religious worldview studied. Pupils explore the Bible, the life and teachings of Jesus, Christian beliefs about God, the significance of the death and resurrection of Jesus, the work of the Holy Spirit and the diversity of Christian belief and practice. Pupils also study and encounter other religious and non-religious worldviews.

RE is educational rather than devotional. Pupils are encouraged to investigate, question and evaluate beliefs and practices in a respectful environment. They are not expected to profess a particular faith or agree with the beliefs being studied. RE and Collective Worship are complementary but distinct: RE is an academic curriculum subject with specific learning objectives, planned progression and assessment, while Collective Worship provides opportunities for the school community to gather and reflect on the school's Christian vision.

5. Curriculum Organisation and Implementation

5.1 The Questful RE syllabus

The school follows the Questful RE syllabus and uses a whole-school overview to ensure that learning is planned progressively from Nursery to Year 6. The curriculum is organised around enquiry questions that encourage pupils to investigate significant religious and philosophical ideas. Units are sequenced to build on prior learning and develop increasingly sophisticated knowledge, understanding and disciplinary skills.

The whole-school overview identifies the units to be taught across the academic year and the worldviews to be explored. Where a unit offers different pathways, teachers select the pathway most relevant to the enquiry and pupils' learning, while ensuring that the curriculum remains coherent, balanced and progressive.

5.2 Christianity and other worldviews

Christianity is the principal worldview studied throughout the curriculum. Pupils progressively deepen their understanding of Christian beliefs, biblical narratives, Jesus, the significance of Easter and Christmas, Christian worship, prayer, sacred texts, commitment and Christian life.

Alongside this progressive study, pupils encounter a range of other religious and non-religious worldviews as identified in the whole-school overview, including Judaism, Islam, Hindu Dharma, Sikhi, Buddhism, Humanism and other non-religious perspectives where specified in the planned units. Pupils explore sacred texts, creation, celebrations, prayer, places of worship, rules for living, commitment and pilgrimage. Teaching recognises diversity within traditions and avoids presenting any worldview as a single, uniform set of beliefs.

In accordance with the Church of England Statement of Entitlement for Religious Education (2026), Christianity will constitute at least 50% of the RE curriculum time. Curriculum planning and the whole-school overview will be reviewed to ensure that this requirement is met while providing meaningful opportunities to study and encounter other religious and non-religious worldviews.

5.3 Disciplinary learning

Our RE curriculum develops three complementary disciplinary approaches:

Theology – thinking about beliefs and God

Pupils explore questions about God, Christian beliefs, Scripture, religious teachings and sources of authority. They consider how beliefs are interpreted and understood by Christians and other religious communities.

Philosophy – thinking about questions and ideas

Pupils explore questions about truth, existence, morality, meaning and purpose. They consider different arguments, offer reasons for their ideas and evaluate possible responses to significant questions.

Human and social sciences – thinking about people and communities

Pupils investigate how beliefs and practices influence individuals, communities and society. They explore religious identity, lived experience, celebrations, rituals, traditions and the ways beliefs are expressed in everyday life.

5.4 Curriculum time and timetabling

Religious Education is taught as a discrete subject, with a dedicated weekly lesson timetabled for Tuesday afternoons. This protected curriculum time enables pupils to develop their knowledge and understanding of Christianity, other religions and worldviews through the Questful RE syllabus.

In accordance with the Church of England's Statement of Entitlement for Religious Education (September 2026), the school aims to allocate curriculum time to RE that is close to 10% of taught curriculum time, with a minimum of 5% in Key Stages 1 and 2. Collective Worship is separate from RE and is not included in this allocation.

The school will regularly review its RE curriculum allocation to ensure that sufficient protected time is provided for pupils to develop their religious literacy, engage in theological and philosophical enquiry, and explore religious and non-religious worldviews.

Additional opportunities, including RE days, visits to our local church and visitors representing different faiths and worldviews, enrich pupils' learning and complement the planned RE curriculum. These opportunities do not replace the school's responsibility to provide sufficient dedicated RE curriculum time.

5.5 Teaching and learning

Teachers provide engaging, challenging and purposeful RE lessons. Teaching approaches may include:

- Careful questioning and structured discussion.
- Retrieval practice and revisiting prior learning.
- Examination and interpretation of biblical texts and other sacred writings.
- Investigation of artefacts, images, stories, symbols and other sources.

- Case studies exploring the lives and experiences of people of faith and belief.
- Visits to places of worship and encounters with visitors.
- Comparison of beliefs, practices and interpretations.
- Opportunities to explain, justify and evaluate ideas.
- Reflection on significant questions and personal worldviews.

Teachers model accurate vocabulary and help pupils distinguish between describing a belief, explaining its significance and evaluating a viewpoint. Pupils are encouraged to ask questions and express their views respectfully. No pupil is expected to speak on behalf of an entire faith or belief group.

6. Spiritual Development and the Christian Vision

At Hindley All Saints' CE Primary School, spiritual development is underpinned by our shared spiritual language*: reflecting on yourself, others, the world and beyond through Awe, Aww and Wonder*.

Through Religious Education, pupils are given opportunities to explore these four dimensions of spirituality:

- **Yourself:** reflecting on identity, feelings, strengths, purpose and what is important to them.
- **Others:** developing empathy, concern and compassion, considering how people live and what different people believe.
- **The world:** appreciating the beauty of the natural world, human creativity and the wonder of creation.
- **Beyond:** exploring questions about God, faith, existence, meaning and purpose, including questions about things that cannot be seen or fully explained.

Through the Questful RE enquiry approach, pupils are encouraged to ask big questions, reflect on stories and sacred texts, explore beliefs and practices, listen to different viewpoints and express their own thoughts respectfully. They are supported in developing curiosity, awe, wonder and a deeper understanding of themselves, others and the world around them.

RE contributes significantly to the spiritual life of Hindley All Saints' and supports the school's commitment to enabling every child to flourish. Pupils explore questions of meaning, purpose, identity, belonging and belief, and have opportunities to reflect, ask questions and consider different perspectives.

Our approach to spirituality encourages pupils to develop an awareness of themselves, others, the world and beyond, using the language of Awe, Aww and Wonder. RE provides opportunities to encounter the unfamiliar, reflect on human experience and consider questions that may not have straightforward answers.

Our Gospel values provide meaningful connections between RE learning and the school's wider vision:

- Thankfulness: exploring gratitude, creation, celebration, stewardship and appreciation.
- Love: investigating relationships, the teachings of Jesus, community, care and service.
- Compassion: considering responses to suffering, injustice, forgiveness, reconciliation and the needs of others.

RE contributes to spiritual, moral, social and cultural development by encouraging pupils to reflect on beliefs and values, understand different communities, consider ethical questions and recognise how

people contribute to society. These opportunities complement Collective Worship while maintaining the distinct academic purpose of RE.

7. Inclusion, Equality and SEND

Hindley All Saints' is committed to ensuring that every pupil can access and achieve within the RE curriculum, irrespective of background, ability, disadvantage, disability, ethnicity, language, family circumstances or religious belief.

Teachers use adaptive teaching and reasonable adjustments to meet pupils' individual needs while maintaining high expectations. Strategies may include:

- Pre-teaching key vocabulary and concepts.
- Using visual supports, artefacts and concrete examples.
- Breaking learning into manageable steps.
- Modelling explanations and providing sentence stems or writing frames.
- Structuring discussion and providing additional processing time.
- Revisiting prior learning and checking understanding.
- Providing scaffolding and guided practice.
- Offering further challenge through interpretation, comparison and evaluation.
- Working with teaching assistants and other staff where appropriate.

Pupils who need additional support are enabled to engage with essential knowledge and learning objectives. Pupils who demonstrate secure understanding are challenged to develop their reasoning, use evidence and evaluate viewpoints in greater depth. Teaching challenges stereotypes, prejudice and discrimination and promotes respect for the dignity of every individual. No pupil is required to disclose personal beliefs or represent a particular worldview.

8. Assessment and Record Keeping

Assessment is an integral part of RE teaching and learning. It enables teachers to understand what pupils know, identify misconceptions, recognise progress and plan appropriate next steps.

8.1 Formative assessment

Teachers assess pupils' understanding throughout lessons through questioning, discussion, observation, retrieval activities and review of pupils' work. Teachers use this information to adapt teaching, address misconceptions and provide appropriate support and challenge.

8.2 Recording and summative assessment

The school follows the assessment approach of the new Questful RE syllabus. Learning Journey Records and Milestone Markers support teachers in assessing pupils' learning, recognising progress and identifying next steps.

- Learning Journey Records are used to capture and reflect on pupils' learning over time, making their developing understanding visible.
- Milestone Markers are used by teachers to assess pupils' learning against the relevant expectations within the Questful RE syllabus.
- Teachers use information from these assessment approaches to identify strengths, gaps in knowledge and understanding, and appropriate next steps for teaching and learning.

- Assessment informs future planning, ensuring that pupils revisit key knowledge where necessary and are supported and challenged to make progress.
- Assessment information is discussed with the RE Subject Leader and Assessment Lead and contributes to pupil progress discussions.

Teachers assess substantive knowledge and disciplinary skills, including recall, vocabulary, interpretation of sources, explanation of beliefs and engagement in disciplinary thinking. Assessment information informs future planning, adaptations and support, and helps identify curriculum strengths, gaps in learning and areas for development.

9. Resources, Visitors and Educational Visits

The school provides resources to support RE, including Questful RE materials, religious texts, artefacts, books, visual resources and appropriate digital materials. Pupils encounter different religious and non-religious worldviews through visitors, visits and additional RE experiences, including visits to places of worship and opportunities to hear from people with relevant lived experience.

Our partnership with All Saints' Church supports pupils' learning and helps them understand the role of the local church within the community. Links with the Diocese of Liverpool and the Growing Faith Adventure further support the school's distinctive Church of England identity and wider spiritual development.

Visits and visitors are planned with clear learning objectives and are followed up through classroom discussion, reflection and assessment where appropriate. Resources and experiences are selected to ensure accuracy, age appropriateness and respectful representation of the communities being studied.

10. Staff Expertise and Professional Development

The school recognises the importance of teacher subject knowledge and confidence in delivering high-quality RE. The RE Subject Leader supports staff through curriculum guidance, access to appropriate resources, professional discussion and relevant training.

Professional development focuses on the Questful RE syllabus, disciplinary approaches, effective teaching, assessment and accurate representation of religious and non-religious worldviews. Staff confidence and further training needs are reviewed through monitoring, discussion and evaluation of teaching and learning.

11. Leadership, Monitoring and Evaluation

The Governing Body is responsible for determining the nature of RE provided in the school, in accordance with its Christian foundation and adopted syllabus. Governors provide strategic oversight and challenge to ensure that RE remains a high-profile subject within the curriculum. The Headteacher and senior leaders ensure appropriate arrangements for curriculum delivery, staffing, professional development and resources.

The RE Subject Leader is responsible for:

- Leading the implementation and development of the Questful RE curriculum.
- Maintaining and reviewing the whole-school overview.
- Supporting progression and consistency across year groups.
- Supporting staff with planning, teaching, resources and assessment.
- Monitoring the quality of teaching and learning.
- Reviewing pupils' work, journey maps and assessment information.

- Gathering pupil and staff voice.
- Identifying strengths and areas for development.
- Supporting professional development.
- Reporting on RE provision and priorities to school leaders and governors.

Monitoring may include learning walks, book looks, pupil discussions, review of assessment information, staff feedback and curriculum reviews. Findings inform subject action planning and professional development and help evaluate whether pupils are developing the intended knowledge, skills and understanding.

12. RE and the School's Christian Character

RE makes a significant contribution to the distinctive Christian character of Hindley All Saints'. Our Christian vision is rooted in the belief that Jesus transformed lives. Through RE, pupils explore how Christian beliefs and the example of Jesus can influence the way people live, treat others and contribute to their communities.

Pupils also learn about other religious and non-religious worldviews, developing an informed understanding of the diverse ways people make sense of life and express their values. Our links with All Saints' Church, church services, visits, faith visitors and wider community partnerships enrich the curriculum and connect classroom learning with lived experience.

RE supports our commitment to inclusion, spiritual development, service and the common good. It encourages pupils to think carefully about their responsibilities towards others and the world, while recognising that people may hold different beliefs and reach different conclusions. The subject is an important part of how we live out our vision of transforming teaching, learning and community through Thankfulness, Love and Compassion.

13. The Right of Withdrawal

Parents have the legal right to withdraw their children from Religious Education. As a Voluntary Aided Church of England school, Hindley All Saints' will consider requests in the context of its Christian foundation and the applicable legal requirements.

The school will discuss any request for withdrawal with parents or carers to understand their concerns and explore whether an appropriate accommodation can be reached. Parents may have concerns about particular elements of RE rather than the subject as a whole, and these will be considered carefully.

The Headteacher will explain the nature and purpose of RE at Hindley All Saints' and ensure that arrangements are made in accordance with applicable legal requirements. Parents should understand that the school's Christian foundation is reflected in its curriculum, ethos and wider community life.

14. Policy Review

This policy will be reviewed annually by the RE Subject Leader and Headteacher, with oversight from the Governing Body. It will be updated as necessary to reflect changes in the adopted syllabus, Church of England guidance, statutory requirements and the school's curriculum priorities.

RE Subject Leader: A Rock

Headteacher: L Ward

Chair of Governors: M Gilligan

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