



## Lightcliffe C of E Primary School **Policies & Procedures**

# Religious Education Policy

<b>Approved on</b>	29 January 2026
<b>Approved by</b>	Local Governing Board
<b>Next review due</b>	30 January 2027

# **LIGHTCLIFFE CE (VA) PRIMARY SCHOOL**

## **RELIGIOUS EDUCATION POLICY**

### **Introduction**

Religious Education should help children to clarify and interpret their perceptions of themselves and the world around them. From this foundation, they may progress to searching for answers to ultimate questions: those which reach beyond the mundane and ordinary, towards those concerned with the basic human existence. They, therefore, need to explore and reflect upon the place and significance of religious beliefs and practices and to learn about and from religion.

### **Aims**

The teaching of Religious Education in school seeks to:

- Give children a knowledge of Christian beliefs and traditions so that they may reflect on the role these aspects have played in shaping society and on the relevance to their own lives.
- Contribute to children's spiritual development, by providing times for stillness and focused personal reflection on the experiences and beliefs of themselves and others.
- Contribute to children's social development, by fostering an atmosphere in which every individual is valued as part of God's creation and, as such, is treated with care and respect.
- Contribute to children's moral education, by encouraging them to discuss and reflect on responses given by themselves and others to ethical questions.
- Make strong links with church communities, so that the children may experience Christianity as a living faith, and recognise its importance in the lives of Christians.
- Educate children about the practices of other faith communities, fostering an attitude of understanding and tolerance.

### **Intent**

At Lightcliffe Primary, we believe that it is vital for all our pupils to learn from and about religion, so that they can understand the world around them. Through Religious Education, pupils develop their knowledge of the world faiths, and their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures. We encourage our pupils to ask

questions about the world and to reflect on their own beliefs, values and experiences. Our Religious Education curriculum is enhanced further with trips to places of worship in our local area and wider. We use the Leeds York Religious Education syllabus as the basis for our curriculum which is enhanced by following The Understanding Christianity units of work.

## **Our Theologically Rooted Christian Vision and RE**

Our Christian vision shapes every part of our RE curriculum. At Lightcliffe Church of England Primary School, *"Inspiring and flourishing together"* expresses our desire for every child and adult to live life in all its fullness. Rooted in God's guidance and inspired by Psalm 1:3 – *"You are like a tree, planted by streams of water... you flourish..."* – we commit to providing RE that nourishes, deepens and strengthens pupils so they may grow spiritually, academically and personally.

RE at Lightcliffe is a key expression of how we **value all, show kindness to all, and enable each other to succeed** in the light of our foundation as a Church of England school.

Our theologically rooted Christian vision shapes:

- what is taught (rich, diverse, meaningful study of Christianity and world faiths),
- how it is taught (with dignity, respect, curiosity and academic rigour), and
- the difference it makes (pupils flourish, develop wisdom, show compassion, respect others and contribute positively to community).

As a Church of England Voluntary Aided school, our RE curriculum aligns with the Church of England's Statement of Entitlement (2019). RE is therefore:

- **Objective, critical and pluralistic**, enabling pupils to explore religious and non-religious worldviews with integrity.
- **Christianity-rich**, ensuring pupils encounter Christianity as a diverse, global, living faith rooted in biblical narrative and lived experience.
- **Multi-disciplinary**, drawing on theology, philosophy and the human/social sciences, enabling pupils to ask deep questions about belief, meaning and purpose.
- **Formational and flourishing-focused**, helping pupils develop religious literacy, respect for others, and a mature understanding of faith in modern Britain.

# Planning and Organisation

## RE Curriculum Overview

Topic Name / Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F4 Being special: where do we belong?	<b>Incarnation</b> F2 Why do Christians perform nativity plays at Christmas? Link to Christmas	<b>God/Creation</b> F1 Why is the word God so important to Christians?	<b>Salvation</b> F3 Why do Christians put a cross in an Easter garden?	F6 Which stories are special and why?	Which places are special and why? (U5)
1	1.8 Who am I? What does it mean to belong?	<b>Incarnation</b> 1.3 Why does Christmas matter?	1.7 Who is Jewish and what do they believe?	<b>Salvation</b> 1.5 Why does Easter matter?	<b>Gospel</b> 1.4 What is the good news that Jesus brings?	1.9 What makes some places sacred to believers?
2	1.7 Who is Muslim and what do they believe?	<b>Incarnation</b> 1.3 Why does Christmas matter?	1.10 How should we care for the world and for others, and why does it matter?	<b>Salvation</b> 1.5 Why does Easter matter?	<b>God</b> 1.1 What do Christians believe God is like?	1.9 What makes some places sacred to believers?
3	<b>Creation</b> L2.1 What do Christians learn from the Creation story?	L2.7 What does it mean to be a Hindu in Britain today?	L2.10 How and why do believers show their commitments during the journey of life? (C, H/S)	<b>Salvation</b> L2.5 Why do Christians call the day Jesus died 'Good Friday'?	<b>Incarnation/God</b> L2.3 What is the Trinity? (Incarnation and God)	L2.9 What are the deeper meanings of festivals?
4	<b>Fall</b> L2.2 What is it like to follow God?	L2.8 What does it mean to be a Sikh in Britain today?	<b>Incarnation/God</b> L2.3 What is the Trinity? (Incarnation and God)	<b>Kingdom of God</b> L2.6 When Jesus left, what was the impact of Pentecost?	L2.9 What are the deeper meanings of festivals?	L2.10 How and why do believers show their commitments during the journey of life? (C, H/S)
5	U2.10 What does it mean for a Jewish person to follow God?	<b>Gospel</b> U2.5 What would Jesus do?	U2.13 Why is pilgrimage important to some religious believers?	<b>Salvation</b> U2.6 What did Jesus do to save human beings?	U2.12 What will make our city/town/village a more respectful place?	<b>God</b> U2.1 What does it mean if God is holy and loving? [Y5]
6	U2.9 What does it mean for Muslims to follow God?	<b>Incarnation</b> U2.4 Was Jesus the Messiah?	<b>Creation</b> U2.2 Creation and science: conflicting or complementary?	<b>Salvation</b> U2.7 What difference does the Resurrection make for Christians? [Y6]?	U2.14 How do religions help people live through good times and bad times?	Showcase of the World Faiths

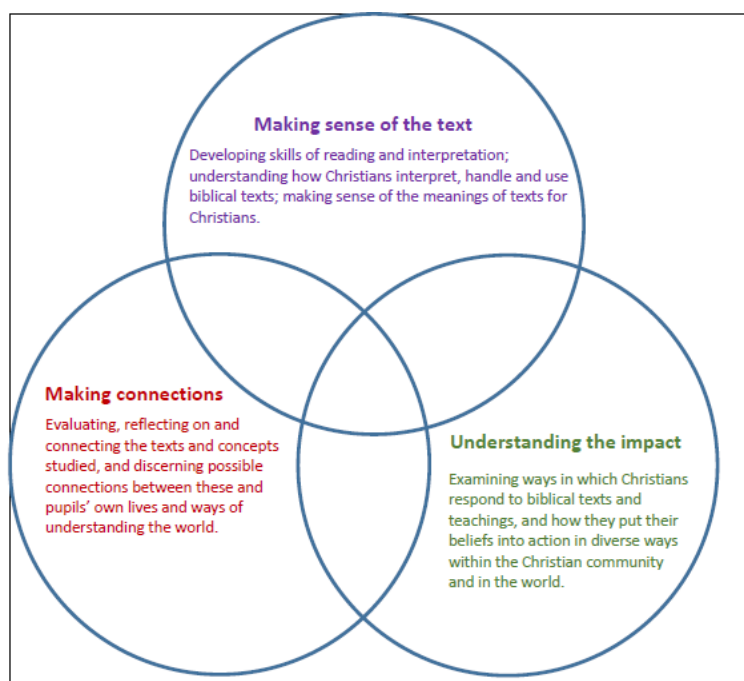
## Curriculum Time for RE

In line with Church of England expectations, RE receives dedicated curriculum time equivalent to no less than 5% and aiming towards 10% of total curriculum time.

Collective Worship is not counted as RE curriculum time.

RE is taught every half term through either weekly sessions or RE-focused curriculum blocks, ensuring structured progression and depth across the school.

Each unit provides opportunity to cover three main elements:



## Implementation:

As a Church of England Voluntary Aided school, RE is taught in accordance with our trust deed, which places Christianity at the heart of the curriculum while ensuring pupils learn about a range of religions and worldviews, in line with national requirements.

We use the Leeds & York Diocesan Agreed Syllabus and Understanding Christianity to structure and deliver our RE curriculum, ensuring that denominational and statutory expectations are fully met.

As part of this planning process, teachers need to plan the following:

- A short term which outlines knowledge (including vocabulary) all children must master.

- A cycle of lessons for each subject, which carefully plans for progression and depth.
- Follow the R.E. marking scheme which feeds in to their final assessments.
- Use appropriate resources both human and artefacts.
- Challenge questions for pupils to apply their learning in a philosophical/open manner.
- Trips and visiting experts who will enhance the learning experience.

Each unit lists the concepts, knowledge and attitudes which need to be addressed and suggests classroom activities which will deliver these. These form the basis of the medium term planning for Religious Education, and are translated into short term planning by class teachers. Teachers will adapt suggested activities to match abilities of individual pupils.

An R.E. unit is taught every half term and may be organised by class teachers as a weekly lesson or a R.E. focused week.

At Key Stage 1, the children in Year 1 and 2 study Christianity, Judaism and Islam.

At Key Stage 2, the children study a three or more World Religion. Children in Years 3 & 4 study Christianity, Hinduism and Sikhism, whilst those in Years 5 & 6 explore Christianity, Islam and Judaism.

## **Managing the Learning**

In Religious Education sessions, children will work in a variety of ways as appropriate to their needs, and to the learning outcome. Children may work as a class, as a group or on an individual basis. Class discussions are recorded in Big Books and individual work is presented in R.E. books with opportunities for extended writing.

## **Marking and Feedback**

- The marking should always reflect the lesson objective.
- Marking needs to celebrate achievement and identify next steps.
- Teachers are encouraged to mark against the 'Can I ... ?' learning objective identifying when objectives have been met, not yet met and those who have gone beyond E.G. using one tick for not yet met, two ticks for met and two + ticks for those who have gone beyond
- Marking should be done in 'green for great' and 'pink for think'.
- When marking challenges should be set at least twice a topic giving the opportunity to extend the children's learning.

## **Community Links**

Visits to school by members of St Matthew's Church have been agreed upon, and written into the RE timetable. Members of other faith communities may also be invited into school. The scheme provides clear guidance on the purpose of their visit; information will be communicated to the visitor prior to their arrival in school, so that the visit will fulfil its agreed purpose.

Years groups will be encouraged to use places of worship as a learning environment. Staff have been directed to appropriate pages within the Leeds York Religious Education syllabus, detailing guidelines for such visits. The purpose of the visit will be communicated to the faith leaders at the time when the visit is arranged.

## **Resources for Religious Education**

Most Religious Education resources are organised into storage boxes according to each faith and stored in the Staff Room cupboard. Each box has a list of contents and a signing out sheet to help monitor use of each artefact. A class set of 'Good News Bible's, Lions Version and 15' The Lions Children Bible' are also stored in the Staff Room cupboard.

Additional resources for Key Stage 1 and the box of different types of Bibles are labelled and are kept in Mrs Moss' storeroom. They also include contents lists.

## **Equality of Opportunity**

As a former church aided school, the Governing Body expect Religious Education to play a central role in our curriculum. Parents are, however, made aware that they may exercise their right to withdraw children from Religious Education lessons. This is publicised in the School Brochure.

The teaching of Religious Education has been carefully planned so as to ensure equal access for all children. A strand that runs throughout the schemes is beginning with what the child already knows, either as a result of life experience or previous learning, and using this as the springboard from which to extend their knowledge and understanding.

Throughout the units, emphasis is placed upon the importance of discussions as a means of extending the children's learning. Differentiating the follow-up recording activities is at the class teacher's discretion; this may be by outcome, time or task. The class teacher will aim to provide support for the less able, SEND and extension activities to further extend the understanding of able children.

Whilst multi-cultural education is a consideration that runs throughout the curriculum of the school, Religious Education has a distinctive role to play by educating children about the *faith* of other cultures. As such, other World

Religions are studied explicitly. Throughout, attention is largely focused on what members of these faiths do, working towards an understanding of what they *believe*. Children are given the opportunity to engage with the 'raw material' of these faiths: its people, places of worship, artefacts and festivals. Our aim through this approach is for children to view diversity as something to be celebrated, promoting empathy and preparing them for life in a multi-cultural society.

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to discuss their disability and to participate fully in school life.

## Curriculum Links

Links with other subjects will be made in the children's exploration and, in some instances, recording of their learning in Religious Education as there is opportunity to present this through drama, poetry, prose, art or IT.

## Monitoring Impact

Our Religious Education Curriculum is high quality, well thought out and is planned to demonstrate progression. Our Christian vision compels us to monitor not only standards and knowledge in RE, but also the **impact on pupils' flourishing**, spiritual development, character formation, and understanding of community, justice and responsibility.

Monitoring activities therefore include:

- pupil voice exploring wisdom, dignity, community and hope
- checking how RE supports pupils to "flourish like a tree planted by streams of water" (Psalm 1:3)
- evaluating how RE reflects and contributes to our Christian vision of "Inspiring and flourishing together."
- A reflection on standards achieved against the planned outcomes
- A celebration of learning for each term which demonstrates progression across the school
- Monitoring Teacher Assessment on Arbor
- Producing Objective Overview Reports from created Spread sheets (In process of being created)
- Pupil discussions about their learning through Pupil Voice
- Learning walk
- Lesson observations
- Work Scrutiny.

The Impact is to be reported to SLT and Governors.

## Monitoring and Review

The policy and schemes for Religious Education will be reviewed regularly. Comments from staff and governors will be taken into account and any changes to the policy agreed at a staff meeting prior to ratification by the governing body.

The implementation of the policy will be monitored by the Headteacher, the Curriculum Co-ordinator and the Religious Education Co-ordinator.

## **Withdrawal from RE lessons**

We note the Parental right of withdrawal from RE which was first granted in 1944. In the UK, parents have the right to withdraw their children from RE on the grounds that they wish to provide their own RE. This provision will be the parents' responsibility. Parents also have the right to withdraw their child from part of RE, and can do so without giving any explanation.

We also recognise that a primary school teacher at a Church of England school can withdraw from teaching Religious Education (RE) under certain circumstances, but the school must still make provisions for pupils to receive RE. However, a teacher who is specifically employed to lead or teach RE may not be able to withdraw.

Teachers are asked to refer to the head teachers any questions from parents about withdrawals. Requests for full or partial withdrawal from RE should be made in writing to the head teacher and a record kept of them. For further guidance on withdrawal please contact the Head Teachers.