



Religious Education Policy

2026-2028

OUR TRUST'S PRAYER

Heavenly Father

Let peace, friendship and love grow in our schools

Send the Holy Spirit to give:

Excellence to our learning

Love to our actions and

Joy to our worship

Guide us to help others

So that we may all

Learn, Love and Achieve, Together with Jesus.

Amen

Our Christian Vision is:

'Learning and growing together to achieve our best in the love of God'

'Learning and growing together to achieve our best in the love of God' sums up our school vision and ethos that all children will have the opportunity to experience God's love and fulfil their potential across the curriculum, valuing themselves and others, living out our Christian values in order to make a positive difference in the world. This vision underpins our Religious Education policy.

Our School Aims

In order to prepare today's children for tomorrow's challenges, Rainford CE Primary School aims to achieve the following:

- Every child will be encouraged to understand the meaning and significance of faith, experience God's love and develop the spirituality to enable them to live out our Christian values of love, joy, peace, friendship, forgiveness, perseverance and justice
- Every child will achieve their full potential through being a highly motivated, resilient, and independent learner who embraces new experiences, has confidence to tackle challenges and go on to develop a lifelong love of learning.
- Every child will value themselves as a unique individual with special qualities and strengths developing self-discipline and honesty; taking responsibility for their own actions and appreciating their ability to make a positive difference in the world.
- Every child will appreciate and respect others, celebrate differences between individuals and groups and respect and care for God's creation and the environment.
- Every child will be encouraged to make healthy choices and appreciate the benefits of a healthy lifestyle.

In order to do this, we will constantly reflect the Christian ethos of our school in our relationships with our children, their families, our staff, the church and the wider community.

As a voluntary controlled school, Religious Education is taught in accordance with the Lancashire Agreed Syllabus 'Searching for Meaning'. This is an ambitious curriculum and outlines the curriculum intent and methods of implementation that will enable all pupils to achieve well and attain high level outcomes by the end of each key stage. The curriculum is taught from Nursery to Y6 and reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

The syllabus aims to support pupils' personal search for meaning as they explore what it means to be human. It follows the Lancashire 'Field of Enquiry' model but also specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious. It is rooted in disciplinary knowledge based in theology, social sciences and philosophy.

We recognise the variety of religious and non-religious backgrounds from which our pupils come. The taught syllabus is not designed to convert pupils, or to promote a particular religion or religious belief. As a school we maintain that teaching about religions and worldviews should be sufficiently fair, balanced and open. We aim to promote mutual respect and understanding, whilst not undermining or ignoring the role of families and religious or belief organisations in transmitting values to successive generations.

What does our RE curriculum aim to achieve?

At Rainford C.E., we aim to ensure our pupils are well prepared for life in our increasingly diverse society. We intend to enable pupils to acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can 'respect religious and cultural differences and contribute to a cohesive and compassionate society' (RE Review 2013).

Our Religious Education curriculum 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. Pupils learn to weigh up the value of wisdom from different sources, to develop and express insights in response, and to agree or disagree respectfully.

Our curriculum encourages pupils to articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well-informed conversations about religions and worldviews whilst respecting the views of others.

How does the RE curriculum intent link to the whole school curriculum intent at Rainford CE?

Develop our children's spiritual development:

- Discussing and reflecting on key questions of meaning and truth about such topics as the origins of the universe, life after death, good and evil, beliefs about God and human values such as justice, integrity, honesty and truth
- Gives children the opportunity to reflect on importance concepts, experiences and beliefs that are at the heart of religious and other traditions of belief and practice
- Consider how beliefs and concepts in religion may be expressed through the creative and expressive arts and related to the human and natural sciences, thereby contributing to personal and communal identity
- Investigating and considering how religions and other world views perceive the value of human beings, and their relationships with one another, with the natural world, and with God
- Valuing relationships and developing a sense of belonging
- Enquiring into and developing their own views and ideas on religious and spiritual issues

Develop our children's moral development:

- Enquiring into the values identified within the National Curriculum, particularly valuing diversity and enquiring into issues of truth, justice and trust
- Exploring the influence of family, friends, society and media on moral choices and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders
- 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

- Exploring the impact and consequences of actions and ideas for different groups of people within our society
- Investigating a range of ethical issues, including those that focus on justice, to promote racial and religious respect and personal integrity
- Considering the importance of rights and responsibilities and developing a sense of conscience.

Our curriculum for Religious Education aims to ensure that all pupils:

Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
- appreciate and evaluate the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
- appreciate and appraise varied dimensions of religion or a worldview.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;

- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

What is our approach to long term planning and curriculum design in RE?

The curriculum content is sequenced to build learning over time- the content is planned and sequenced so that knowledge and skills build on prior learning and towards clearly defined end points; curriculum content supports subsequent learning: within lessons, lesson sequences, topics, years and phases curriculum; planning identifies small enough component steps; and known gaps in knowledge and skills are addressed in the sequencing of lesson content.

Our RE curriculum is progressive in sequence so that children have continuity of units taught as they move across year groups. Every child's RE book shows progression and progress throughout each unit so that pupils have the opportunity to look at their prior learning to place learning into the bigger picture.

In EYFS, children will learn how to work collaboratively and how to express their feelings and consider the feelings of others and understand how it feels to belong and that we are similar and different. They will develop an understanding of the school community – they will recognise different parts of the school and the people who make up the school community including members of the clergy. They will have experience of visiting the local church.

In Key Stage 1 the fundamentals of other faiths are developed so that in Key Stage 2 the teaching is built upon to further deepen the child's understanding and knowledge of Christianity and other faiths.

In KS2 we have ordered curriculum units to ensure progression. Christianity units are built around God, Jesus and Church and these recur on an annual basis. There is a focus question for each unit of work.

What does a typical unit of work look like in RE at Rainford CE?

Each unit is planned to follow an enquiry model and consists of four key areas that are explored through a key question.

Shared human experience

Beliefs and values

Living religious traditions

Search for personal meaning

There is some flexibility on number of lessons for each key area which can be adjusted by the teacher depending on assessment.

Each unit will include reading high quality age-appropriate text

Each unit of work will have an element of practical activity, reading, writing, drama, art and speaking and listening activities.

Units on Christianity may be supplemented with materials from 'Understanding Christianity'.

What does a typical RE lesson look like at Rainford CE?

Lessons are structured using ROOTS.

Retrieval – review of previous learning (previous lesson, previous unit of work, unit of work from different year group)

Optimise Vocabulary and Knowledge – range of vocabulary activities using vocabulary toolkit

Opportunities to read – using different reading strategies – paired, choral, repeated and high quality texts from the reading spine.

Time to practise – opportunities for collaborative work before completing independently

Stop and check - using a range of strategies e.g. show me boards, cold calling, say it better again

What does a typical RE book look like at Rainford CE?

Clear expectations across the school of the following non-negotiables for each unit of work:

- Knowledge Organiser
- Presentation policy followed for all lessons.
- Learning presented in a variety of ways throughout the unit- not just written explanations.
- End of unit quiz
- Pupils have improved and extended their own learning, in accordance with Feedback Policy.

How do we ensure that children 'know more and remember more' in RE?

Rather than pupils learning disconnected religious facts, staff at Rainford CE are driven to provide a curriculum where pupils know more and remember more. Pupils remember that long term, the essential subject content needed for subsequent learning; teachers know the essential components of learning; teachers emphasise these essential components; and teachers check for misconceptions and gaps.

Knowledge organisers

Every RE unit has a specific Knowledge organiser including:

- Maximum 3 bullet points of key knowledge

- Tier 2 vocabulary (with definitions)
- Suggested texts
- "What I've learned previously..."
- "This will help me to..."

These knowledge organisers are stuck in pupils' books at the start of every RE unit so that they can be referred to at the start of every lesson. Furthermore, our post-unit quizzes are based on knowledge and vocabulary from these organisers so that pupils are clear on their endpoints of learning.

Quizzes

Post-unit quizzes are used to assess learning of facts and vocabulary from that half term. These are completed at the end of the penultimate lesson in a unit to allow for teachers to address misconceptions/ gaps in their final lesson.

Subject-specific vocabulary

RE vocabulary has been mapped out across the school to ensure development and repetition of key religious concepts. When vocabulary was chosen, the subject leader used the following grouping system:

Tier 1- general words used in every day speech which are already familiar to the majority of students e.g. prayer, faith, belief

Tier 2- high-frequency words found in different subjects which are not used in every day speech e.g. devotion, tradition, ritual

Tier 3- low-frequency words which are specific to a particular subject e.g. deities, shrine, Sukkot

We have purposefully chosen to focus our curriculum around Tier 2 vocabulary so that pupils can recognise, understand and use it across the curriculum. Moreover, understanding of such vocabulary will enable our pupils to grow into mature language users, support comprehension, prepare them for further education.

Our chosen Tier 2 vocabulary is clearly documented in a RE vocabulary map and in medium-term planning. To ensure adequate exposure and repetition of vocabulary, all lesson plans, knowledge organisers and PowerPoints include vocabulary from this list. Vocabulary for each unit is also displayed on RE

working walls, and pupils are tested on it at the end of each unit of work. Furthermore, vocabulary is repeated across their primary education so that pupils are given the opportunity to revise and further retain it.

How do we meet the needs of all pupils, particularly disadvantaged/SEND pupils?

Across all of our curriculum subjects, we are passionate that every child achieves the same Learning Objective within a lesson. Tasks and pedagogies are carefully chosen and scaffolded so that all children can achieve the intended learning. Some examples of how RE pedagogy can be scaffolded are:

- Modelling outcomes- providing examples of expected tasks
- Thinking aloud- teacher verbalising their thought process as they demonstrate
- Checklist- a visual prompt of small steps to help a child succeed
- Talk time- allowing pupils adequate time to talk through learning with their peers
- Visual aids- use of videos, photographs, timelines, graphs, diagrams etc for teaching and also as a means of pupils presenting their learning
- Activate prior knowledge- make connections to R.E. concepts and skills which pupils have already learned
- Provide word banks, sentence starters, sentence structures to support written tasks
- Graphic organisers- mind maps, Venn diagrams, flow charts, concept maps etc can be used to present learning in a small chunks or as a method for children presenting their learning

At the heart of our inclusive RE curriculum is the belief that RE lessons should be engaging, To remove barriers and to increase engagement, we encourage pupils to present their learning in a variety of ways. Not every lesson requires a formal written representation of learning e.g. children could create a piece of artwork, work collaboratively with a speaking and listening activity including drama.

How do we assess RE at Rainford CE?

Assessment for learning will take place throughout lessons and lessons adapted as necessary in response to assessment.

Summative assessment will take place at the end of each unit in the form of end of unit quizzes.

Children are assessed termly if they are working towards, working at or exceeding expectations in RE.

How do we monitor RE at Rainford CE?

RE is monitored through data analysis, work scrutiny, pupil voice and lesson drop ins.

How do we ensure that all staff, leaders and governors have a common, up-to-date understanding of our RE curriculum?

The Governors will:

- Provide support by questioning intent, implantation and impact of RE.
- Monitor learning and teaching through book scrutinies and subject reports from the RE leader.

The Head teacher will:

- Provide support by encouraging staff and praising good practice;
- Monitor learning and teaching through lesson observations, book scrutinies and data analysis as a Senior Leadership Team;
- Monitor planning and reviews;
- Give feedback to teachers following lesson observations;
- Support staff development through in-service training and provision of resources.

The RE Champion will:

- Provide a strategic lead and direction for the RE curriculum in the school;
- Provide support and advice to staff in the delivery of the RE curriculum;
- Remain informed about current developments in RE by attending INSET sessions, Lancashire LA Agreed Syllabus training
- Disseminate relevant information to staff, both in writing and through delivering CPD to support staff development;
- Monitor learning and teaching through lesson drop ins and book scrutiny.
- Carry out termly data analysis for their subject.

What does RE look like in EYFS at Rainford CE?

In EYFS, children begin developing the knowledge, skills and attitudes that prepare them for future RE learning. Through stories, celebrations, visits, visitors and discussion, children learn about belonging, special people, special places and special times.

Understanding the World ELG: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Religious Education can also make an active contribution and support development within other areas of learning and development, in particular:

- Communication and Language (Listening and Speaking).
- Literacy (Comprehension, Word Reading and Writing).
- Personal, Social and Emotional Development (self-regulation, managing self and building relationships).
- Expressive Arts and Design (creating with materials and performing).
- Understanding the World (past and present, the natural world).

Right to Withdraw

Parents have the legal right to withdraw their child from all or part of Religious Education.

Parents wishing to exercise this right should make an appointment with the Headteacher to discuss their concerns and the educational aims of Religious Education.

Alternative arrangements for supervision will be discussed where withdrawal is requested.

Review Schedule

Policy Author	Ruth Mc Vey
Policy Approver	Emma Shawcross
Current Policy Version	V1
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Revision Schedule

Version	Revisions	By whom