



RE Policy

Lea Endowed CE Primary School

2025

'LET EVERYONE SHINE'

At Lea Endowed Church of England School we provide an excellent education for our children. We follow God's example, by loving Him, and each other, in all that we do.

Our whole school family is encouraged to achieve their full, God given potential and shine in their own special way.

"Let your light shine."

Matthew 5:16

Mission Statement for R.E.

Religious Education at Lea Endowed will support children in reflecting upon, developing and affirming their own beliefs, values and attitudes through exploration of shared human experiences and of the place and significance of Christianity and other religions in the contemporary world, with such emphasis upon Anglican beliefs and practices as appropriate to our school's situation.

We aim to be a school family that demonstrates God's love through our thoughts, words and actions.

What makes our church school distinctive:

- We follow Christ in our hearts
- Our teaching is based upon Christian Values
- **We teach RE all day long! It is integrated into every area of the curriculum**
- Who we are, can speak more loudly than what we say or do
- We try to lead by example – shown by how we treat one another
- We try to “Walk the Walk, not just Talk the Talk”

Our Christian message is an invitation not indoctrination. Our strong Christian ethos is not created to impress visitors, and yet they often notice and remark on the warm, loving, family atmosphere as soon as they walk through our door.

Our school is a place where strong Christian values ensure that school, church and community work together to ensure that every child is nurtured in a caring Christian environment where they know they are special and highly valued.

We aim for the impact of the teaching of RE and Christian Values to deeply shape personal beliefs and respect for each other.

At the heart of our RE is the teaching of Christianity, rooted in the person and work of Jesus Christ.

At Lea Endowed, RE is Questful - we encourage children to ask the “Big Questions”. In doing so they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God.

Introduction

As a Voluntary Aided School, the management of R.E. at Lea Endowed is a distinctive role of the governors and the Headteacher. R.E. has to be in accordance with the 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 within its school.

This policy reflects the school’s agreed values and philosophy with regard to Religious Education. It illustrates how Religious Education is taught within school and gives guidance on planning and assessment. The policy has been produced after discussion with governors and members of staff and will be reviewed annually. The policy should be read in conjunction with the Questful RE Scheme of Work in the Blackburn Diocesan Agreed Syllabus for R.E. which sets out in detail what children in different year groups will be taught on a half – termly basis. Using the Questful RE syllabus, the RE subject lead has produced bespoke half termly Medium-Term Plans, which run on a 3 year cycle to support the learning of our mixed age classes.

The policy will be available to all staff, governors, parents, advisors and inspectors.

Entitlement

R.E. in our church school lies at the very heart of the curriculum. The Governors have adopted the Blackburn Diocesan Board of Education Syllabus which reflects the National Framework for R.E, the National Society Statement of Entitlement and the requirements of SIAMS. The R.E. Curriculum in accordance with the Agreed Syllabus requires a minimum curriculum allocation of 5%. Christianity plays a central role in R.E, taking up between two thirds and three quarters of the time available. Appropriate teaching about other faiths and world views is included, with a focus on Islam and Judaism. Other faiths may be encountered eg Sikh celebrations (family links) and Hinduism through a study of light (Diwali).

The time allocated to R.E. in school is independent of time allocated to Collective Worship. Although R.E and Collective Worship naturally compliment and enrich each other, Collective Worship is a separate statutory requirement and is not covered by this policy.

Aims

The aims of Religious Education **in our Church School** are to help children to:

- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenges faced by Christians in today's society within which a diversity of views are held;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with other faiths and traditions;
- become active citizens, serving their neighbour
- find a reason for hope in a troubled world;
- understand how religious faith can sustain them in difficult circumstances and in the face of opposition.
- To enable children to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable children to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of children's own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

We base our teaching of R.E. on the key principle that good teaching in R.E. allows children to both learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our R.E. curriculum therefore follows the Blackburn Diocese Questful RE Syllabus

2018 together with Understanding Christianity. We assess using the Assessment Ladder of Expectations in RE, together with the assessment materials within these documents and against the markers for assessment for substantive and disciplinary knowledge for each year group, as laid out in the Medium Term Plans.

RE Statement of Entitlement: The Church of England Education Office 2016

- 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 attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

This can be expressed in more detail and distinctively as:

We learn about

- God who reveals the truth about Himself and humanity through creation, the giving of the law, His action in history and through the prophets;
- God who reveals Himself ultimately in Jesus His Son, living among us and dying and rising for us;
- God who reveals Himself in His Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith.

Religious Education in Church Schools should also help pupils to:

- learn **about** other faiths, their beliefs, traditions and practices and **from** them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.

Religious Education in Church Schools should help pupils to:

- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and post-modern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with other faiths and traditions;
- become active citizens, serving their neighbour;

- find a reason for hope in a troubled world;
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition;

Religious Education in Church Schools should enable:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule;
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity;
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith;
- pupils from other faith backgrounds to understand and be encouraged in their faith;
- pupils with no religious background to be given an insight into what it means to be a person of faith;
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

RE and Church School Distinctiveness

The content of the R.E. curriculum contributes towards our church school distinctiveness through:

- opportunities to explore the experience of the Church's year;
- visits to places of worship, especially the local parish church, to develop the understanding of the Church as a living community;
- welcoming visitors from the local parish, Christians from around the world to share their experience of Christian belief and life;
- liaison with the local parish to enable these visits and links to occur;
- skills to confidently use religious language to express knowledge and opinions;
- the gifting of Bibles to each child in EYFS, Year 3 and on leaving in Year 6 to provide them with language that can be understood by the learners and also provide examples of Bibles and prayer books from a variety of contexts;
- the facility to listen to Christian 'psalms and hymns and spiritual songs' from a wide variety of traditions;
- access to Christian artefacts that are used with care, respect and confidence; a sacred space that can be used as a focus for prayer and silent reflection.

Contribution of R.E. to children's Spiritual, Moral, Social and Cultural Development

At Lea Endowed CE Primary School, Spiritual, Moral, Social and Cultural (SMSC) development is distinctive because these four aspects of the school curriculum are inextricably rooted in the reality of God the Holy Trinity - Father, Son and Holy Spirit.

Spiritual development within R.E. in our school enriches and encourages the children's discovery of God the creator, of their 'inmost being' and of the wonder of the environment. Moral development is based on the teachings of Jesus Christ, which offer children a secure foundation stone on which to make decisions and build their lives.

Social development enriches children's understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice. Cultural development provides

opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

SPIRITUAL DEVELOPMENT

“For you created my inmost being; you knit me together in my mother’s womb. I praise you because I am fearfully and wonderfully made; your works are wonderful.”

Psalm 139.13-14

We will nurture and enrich the spiritual development of all members of the school family & encourage pupils’ discovery of God the Creator & a wonder of the world.

This is promoted through:

- exploring their relationship with God and the sense that they are His children, unique and loved by Him;
- exploring and experiencing prayer and worship from a variety of Christian traditions; eg Gambian Style Worship through drumming and dance
- giving thanks to God for all aspects of school life;
- discussing and reflecting upon key questions of meaning and truth such as the existence of God, the origins and purpose of the universe, good and evil, life after death;
- considering the value of human beings and their relationship with God, with one another and with the natural world;
- discovering how the creative and expressive arts enable spiritual development;
- opportunities to discuss feelings and emotions openly;
- recognizing and encouraging the use of personal and group gifts and talents;
- opportunities to develop their gift of imagination and creativity;
- encouraging curiosity and questioning so that their own views and ideas on religious and spiritual issues can be developed within a secure environment where faith is valued;
- developing a sense of personal significance and belonging;
- encountering Christian fellowship.

MORAL DEVELOPMENT

based on the teachings of Jesus, offering our children a safe and secure foundation stone on which to build their lives.

“We have this hope (Jesus) which is an anchor for our lives. It is strong and secure.” Hebrews 6:19

This is promoted through:

- developing a sense of right and wrong based on the teaching of Jesus Christ;
- recognising the values identified within the Bible: truth, justice, trust, love, peace, compassion, forgiveness, reconciliation and redemption;
- learning to follow a path through the conflicting demands of faith, family, peers, society, the media and the world of ideas;
- recognising the importance of personal integrity; developing character and resilience
- developing mutual respect across racial and religious divides;
- recognising that people’s rights also imply responsibilities;
- developing a sensitive conscience.

SOCIAL DEVELOPMENT enriches pupils' understanding of what it means to belong in a Christian school family where loving one another and being respectful of all, is fundamental to the way we follow the teachings of Jesus. We Walk the Walk at Lea Endowed.

“As I have loved you, so you must love one another. By this everyone will know that you are my disciples.”

John 13.34-35

This is promoted through:

- *developing a sense of empathy, compassion and concern for others;*
- *building relationships within the school and between the school, the parish and the local community;*
- *considering how Christian beliefs affect decisions at local and national level;*
- *investigating social issues from the perspective of Christianity and of other faiths, recognising the common ground and diversity that exists between them;*
- *providing opportunities for pupils to articulate their own views on a range of current issues and to show respect for the opinions of others and a willingness to learn from their insights.*

CULTURAL DEVELOPMENT provides opportunities to develop an understanding of Christianity as a current, relevant worldwide faith & the impact it continues to have on the lives of millions of people.

“There is neither Jew nor Greek, slave nor free, male nor female, for you are all one in Christ Jesus.”

Galatians 3.28

This is promoted through:

- *promoting an understanding of Christianity from a global perspective through encounters with people, literature and the creative arts from different cultures;*
- *exploring the diversity of Christianity worldwide with particular reference to the diversity of the Anglican community;*
- *considering the relationship between British and European culture and Christianity;*
- *appreciating and being respectful of the diversity of cultures within Britain.*

Based on The National Society *Excellence and Distinctiveness Guidance on RE in Church of England Schools* document (2005)

RE at Lea Endowed also promotes an understanding of cultures and religions other than Christianity. Through the exploration of texts, beliefs, and practices lived out worldwide, pupils will develop respect and understanding. Cultural diversity should be recognised and celebrated as we remove barriers and build communities.

EYFS

The Statutory Framework and Guidance for the Early Years Foundation Stage is followed in Reception. We recognise children are all competent learners from birth and develop and learn in a wide variety of ways. In Reception, teachers consider the children's needs, interests and stages of development and use all of this information to help plan a challenging and enjoyable experience across all the areas of Learning and development. We support the Early Learning Goals in the seven areas of learning and development, being:

- *Personal, Social and Emotional Development;*
- *Communication, Language;*
- *Literacy;*

- Mathematics;
- Understanding the World;
- Physical Development;
- Expressive Arts and Design;

These are delivered through purposeful play, with a balance of adult-led and child-initiated activities in the continuous provision areas.

The early learning goals, skills and processes provide the basis for planning throughout the EYFS from birth to five, preparing children for future learning in National Curriculum, Key Stage 1. The educational programme is planned for and assessed against through the teacher's individual children trackers and e-profiling system.

Their learning against the EYFS forms the foundations for later work in RE at National Curriculum level. These early experiences include the progression of skills mentioned below and are assessed against the profiling scales:

Understanding the World: People, Culture and Communities.

Children in the Early Years Foundation stage are taught about Christian beliefs, values and stories. They also learn that not all people believe the same things and are encouraged to foster an accepting and loving attitude towards all people by looking into and learning about other religions.

RE is a fundamental part of the children's learning and development in the Early Years and therefore teaching and learning is also planned for in line with the Diocese of Blackburn Syllabus, Questful RE. Children access this through adult-led activities, as well as child-initiated activities during times of continuous provision which are carefully facilitated by the Early Years staff to ensure a wide range of open ended and relevant activities.

RE and SEND Provision

Lea Endowed's commitment to Special Educational Needs is rooted in the Christian Gospel of Jesus, and Our Vision which recognises the uniqueness and value of the individual and which touches every area of human need. Jesus' ministry is characterised by His willingness to meet the needs of each person, in particular those needing support.

At Lea Endowed we uphold each child's right to education and recognise the diverse educational needs within our school family. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, foster inclusion and provide full educational access for the teaching of all areas of the curriculum. Please read in conjunction with our **Ambition and Access in RE** document.

Assessment and Reporting in RE

At Lea Endowed this is:

- based on the Blackburn Diocese Ladder of Expectation, End of Key Stage Expectations and Achievements in RE.
- carried out regularly by class teachers using the markers for assessment, as laid out on the Medium-Term Plans. Children are also encouraged to assess their own learning and attainment at the end of each unit. Teacher judgements are moderated by the RE subject leader through a rigorous monitoring schedule including Book Looks, lesson observations, pupil attitude questionnaires and staff work moderation

- Children are expected to achieve at least in line with their attainment in other subjects or better.
- As a Core subject, achievement in RE is shared with parents in school reports.

Resources

There is a wealth of online resources available, as signposted within the Questful RE syllabus. There are a range of texts including children's books, teachers' guides and resource books and general information books stored available in the KS2 cloakroom library and in Class areas. A variety of religious artefacts, Godly play, visual resources and posters are also available to all teachers and stored centrally. Talking tubs are used as a means of getting the children to become more questful and find out what they initially know or to assess their learning through speaking and listening opportunities using visual and tactile resources.

Withdrawal from Religious Education

Parents may withdraw their children from Religious Education, however the Worship and Religious Education provided by the school is in accordance with the Church of England 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 ethos, the 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.

Links to other policies

This Religious Education policy should be read in conjunction with the following school policies:

Teaching and Learning Policy

RE Ambition and Access

PSHE Policy

Relationship and Sex Education Policy (RSE)

Equalities Policy

RE Governor: Mrs A. Southword

RE Subject Leader/Headteacher: Catherine Seagrave

Updated: February 2025

Review Date: February 2026 (or earlier if required)