



Lisle Marsden Church of England Primary Academy

RE Policy

Effective Date: June 2026

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This procedure is non-contractual and can be amended by the academy at any time

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This policy has been adopted by the Governors/Trustees in consultation with the RE subject leader and teaching staff.

This policy should be read in conjunction with other policies in school including: Collective Worship, PSHE, Teaching and Learning, Assessment, Marking and Feedback and other curriculum policies.

1. The Purpose of Religious Education

We teach RE as a core part of our school curriculum to help our pupils develop their religious literacy. We understand religious literacy to be:

“our pupils’ ability to hold balanced and well-informed conversations about religion and belief”.

2. The Aims of Religious Education at our Church Aided Academy

RE at Lisle Marsden Church of England Primary Academy will be provided within the legal requirements. These are as follows:

- The Basic Curriculum must include provision for RE for all pupils registered on the school roll, including those in Reception class who are less than five years old.
- The content of RE must reflect the fact that the religious traditions of Great Britain are, in the main, Christian. It must also reflect the teaching and practices of the other principal religious traditions represented in Great Britain.
- As Lisle Marsden Primary Academy is Voluntary Aided, we are able to devise our own RE syllabus which will aim to deliver the highest quality teaching and learning.

We deliver RE in accordance with the Church of England Education Office’s **Statement of Entitlement**.

Within this framework our aims in RE are for pupils to:

- Gain knowledge and understanding of Christianity and encourage dignity, respect and value for all through studies of other world faiths;
- Have an understanding of what it means to be committed to a religious tradition and to appreciate cultural differences;
- Develop an awareness of spiritual and moral issues in life experiences;
- Have an awareness of the fundamental questions of life, raised by human experiences, and how religious teaching relates to them;
- Provide understanding of how religion and beliefs affect our lives;
- Challenge, discuss and question religion, and their understanding of faith and their faith;
- Provide a curriculum that allows exploration of theological concepts;
- Expose children to religious literature;

3. The Context

Lisle Marsden Church of England Primary Academy is a large, three form entry, urban school for children aged 4-11.

As a Church of England academy, we recognise the core place that RE occupies as part of a broad and balanced curriculum. We also understand the contribution of effective RE to our journey towards realising our school's distinctively Christian vision.

Educating for life in all its fullness, committed to excellence and enjoyment through learning, within an enabling environment that nurtures the potential and talents of all; empowering our children with wisdom, knowledge and skills; grounded in the Christian belief that everyone is created in the image and love of God.

We recognise the variety of religious and non-religious backgrounds that make up our school community and we respect this variety of backgrounds in the spirit of Christian welcome. We are glad to have good relationships with faith practitioners from a range of world faiths and we value their contribution to our provision of effective RE.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British values, including respect for and tolerance of different faiths and beliefs. We challenge racism and all forms of prejudice and we see RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

We are very fortunate to have an RE curriculum team with members that are experienced in EYFS/KS1 and KS2; Each member of the team, provides coordination, advice and development of RE, to strengthen teacher understanding, support colleagues and help ensure consistency of approach in what is a very large school, through effective team work.

4. Time Allocation

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This is in line with the recommendations made by the Dearing Report (1994). We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2. This time is arranged through weekly lessons and special RE days.

RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals.

RE curriculum time does not include values lessons, collective worship or assembly.

5. Scheme of Work and Planning

We are an Aided Primary Academy and at the heart of our school is the commitment to the teaching of Christianity, which informs the character education that we provide; therefore, Religious Education is a highly valued academic subject. Our curriculum is based on the Manchester Diocesan syllabus for Religious Education. In addition, 'Understanding Christianity' (Church of England Office 2016) resource materials are used to develop the children's own thinking and to encourage exploration and challenge, through questioning, of the theological concepts and a deeper understanding of Christian literature.

Children begin learning religious concepts and skills in EYFS in line with the early learning goals. Themes such as stories from around the world and friendship are used to introduce diversity and other world faiths. EYFS also uses the Understanding Christianity resource to support early knowledge and exploration of the Christian faith.

We aim to provide a progressive RE curriculum; one that develops in depth of knowledge, skills and thinking as a child grows both academically and spiritually. Therefore, the long-term sequence takes into account cognitive load and learning theories to ensure that children revisit areas studied repeatedly throughout their learning journey at the academy; Techniques such as interleaving, spacing, recapping core concepts, dual coding and knowledge organisers are embedded within everyday practice. Christianity, Judaism, Islam and Hinduism are the principal studies taught progressively through each key stage. Furthermore, children will also encounter non-religious worldviews, such as Humanism, as part of their RE curriculum.

We carry out curriculum planning for RE in three phases (long-term, medium-term and short-term). The long-term plan maps the sequence of learning in RE; the medium-term plan gives details of each unit of study delivered to each Key Stage. The class teacher writes the plans for each lesson using a process planner (Appendix one) that provides clear expectations and non-negotiables concerning planning, marking/feedback, assessment and the learning environment. These are discussed when required with the RE Subject Leader/RE curriculum team and form part of the annual monitoring process for RE teaching and learning.

6. Teaching and Learning

Religious Education will be taught as a discrete, timetabled subject. However, it is not an isolated area but must be seen in the context of the whole curriculum. The Manchester Diocesan syllabus provides a continuous and progressive outline for the development of Religious Education through the school from Reception to Year 6. Furthermore, the introduction of the 'Understanding Christianity' resource has strengthened teacher knowledge and the role of religious theology and philosophy to deepen teachers' and children's knowledge and understanding. Within this framework, the teaching of Religious Education is supported by topic themes specified for each year group and ensures effective coverage of all areas and concepts.

As a Christian school, Christianity forms the main body of study within the RE curriculum; however, we believe that it is important for all children to learn about a range of different faiths in line with our school vision and British values. To this effect, children will learn about other world faiths discretely, through: opportunities within the wider curriculum, festivals, assemblies, visitors, educational visits and Special R.E days.

The Spiritual and Moral development of a child is difficult to assess but the written/theoretical side of RE is more straightforward. The class teacher will use assessment strategies (such as low-stake quizzes and other retrieval practice techniques) before and throughout the topic to ascertain the children's learning and modify future sessions to ensure progress is made by all. In addition, at the end of a topic, quizzes, assessment for learning records and unit reflections are used to make a summative judgement against the end of year expectations in the three strands believing (theology), living (human and social science) and thinking (philosophy).

Visits to places of worship are part of our curriculum offer, including those of different faiths, so that the children can gain a greater understanding of faith and culture. Speakers are also welcomed into our school as a further source of information appropriate to the development of the RE curriculum.

Through teaching and learning, we want our children to have the wisdom, knowledge and skills to live their lives in fullness. It is our hope that our children will become leaders and advocates in school, and in their community; with the deep belief that each person is created in the image of God.

7. Marking and Feedback

Work recorded in religious education will be marked in conjunction with our marking policy and feedback will be given where necessary, a clear focus of this will be related to pupil outcomes in line with specific RE lesson aims/objectives. Where necessary, challenge or reflection questions should be used to extend or deepen children's understanding or exploration of the study area.

8. Resources

Lisle Marsden Church of England Primary Academy has invested in a wide range of appropriate books, artefacts, DVD resources, posters, persona dolls, Godly Play equipment. We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of high-quality RE.

9. Visits and Visitors

We consider that an essential element of the delivery of highly effective RE is to provide all our pupils the opportunity to encounter a range of religious and non-religious worldviews. Each year group has the opportunity to engage with an R.E enrichment opportunity such as religious dance workshops, virtual workshops, and expert visitors. Furthermore, our pupils will participate in visits to places of worship as part of our planned curriculum; these visits are arranged in line with the programme of study for RE and provide pupils with a first-hand experience to world religions as living faiths in modern Britain. We also encourage faith leaders and other members of faith communities to visit our Academy. These visits are arranged in accordance with the school's trips policy.

10. Supporting All Learners

We live in a multi-cultural, multi-racial society and encourage the respect and understanding of other religions and cultures within the community in which we live, to promote dignity and the value of all. We intend to follow Jesus' example to love and serve one another so that all may be included, regardless of race & culture. We believe that all children irrespective of race, ability and gender should have equal access to the RE curriculum. Children with special educational needs will work on the same content but there will be appropriate differentiation where required. Whole school policy with regards to SEND and differentiation applies to RE.

At Lisle Marsden Church of England Primary Academy, we teach RE to all pupils, whatever their ability and individual needs and judge it on an individual basis and not based on English attainment. RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of all pupils and we take all reasonable steps to achieve this.

11. Inspection

The effectiveness of RE is inspected as part of the Section 48 SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspection. Lisle Marsden Church

of England Academy is a Voluntary Aided school. As such, progress and attainment in RE is inspected as a distinct element of the Section 48 SIAMS inspection. It is the responsibility of the RE curriculum team to review and maintain evidence for the RE elements of this inspection, with appropriate support from the head teacher, governors and Diocesan RE Adviser.

12. Withdrawal from RE

The recent Education Acts establish the parent's right to withdraw their children from Religious Education if they wish. However, by the fact that the parents have opted to send their children to a church school it is hoped that this will not be necessary.

Any queries regarding withdrawal from RE should be directed to the class teacher the first instance, and thereafter to the head teacher.

Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the Head teacher.

Should a parent/guardian request that their child be withdrawn from RE, we will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the academy is not required to provide any alternative teaching or activity for the pupil, any appropriate supervision in school arrangements should not incur any additional cost to the academy.

Where the pupil has been withdrawn, the law allows for alternative arrangements to be made for RE, the kind the parents want the pupil to receive. These arrangements will be made by the parents. This RE could be provided at Lisle Marsden or by another school in the locality. If neither is practicable, the pupil may receive external RE teaching as long as the withdrawal does not impact negatively on the child's attendance.

13. Monitoring and Review

The RE curriculum team will monitor the delivery of RE during each academic year to ensure that this policy is being appropriately implemented. Their role is to support and hold accountable all members of staff involved in the delivery of RE. To this end, they will ask each member of staff involved in the delivery of RE to provide a copy of their medium-term planning for RE, along with a folder of evidence of pupil progress in RE during each academic year.

Pupil progress in RE will be subject to pupil work scrutiny.

The effectiveness of the implementation of the RE curriculum will be subject to monitoring and evaluation by the RE Team. The effectiveness of RE teaching will be monitored by the Heads' team. Teachers will receive feedback to support their effective delivery of the subject.

Governors will receive termly reports from the Headteacher which will detail areas of development undertaken in RE. Governor 'Distinctive Christian Ethos Committee' will monitor the implementation of this policy.

This policy will be reviewed annually or sooner dependant on changes to national legislation regarding the teaching of RE.

Appendix

