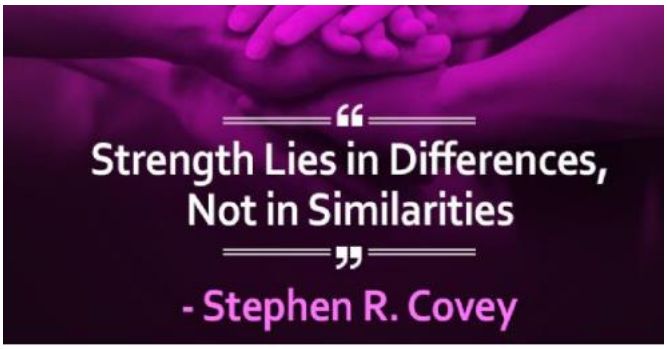
Water Primary School

Religious Education Policy

2026/2027



The Context of RE

At Water Primary School Religious Education is taught in accordance with the Lancashire Locally Agreed Syllabus. 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 syllabus aims to support pupils' personal search for meaning as they explore what it means to be human. It follows the Lancashire mixed-age medium term planning 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.

Legal Requirements

RE at Water Primary will meet legal requirements by:

- Its inclusion in the curriculum of all registered pupils. In primary schools, this is a requirement for all pupils in Reception to Year 6.
- Reflecting the fact that the religious traditions in Great Britain are, in the main, Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

- Teaching RE in accordance with Lancashire Locally Agreed Syllabus.

Purpose and Aims of Religious Education

At Water we believe that studying religious and non-religious worldviews is essential if pupils are to be well prepared for life in our increasingly diverse society. Pupils need 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).

Religious Education 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.

Pupils are encouraged 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.

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

1. 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
2. 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
3. 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.

('A Curriculum Framework for Religious Education in England' Religious Education Council October 2013)

Curriculum Structure

Planning
We plan from the Lancashire Agreed Syllabus for RE 2021. In KS1 and KS2, pupils must have opportunities to learn about Christianity and at least two other principal religions, and other religions and beliefs represented in the school community. In KS2, this will extend to religions and beliefs beyond the local area- the Lancashire region and recognising the impact of religion and belief locally, nationally and globally. Each key stage follows a rolling programme of enquiry-based study: a two-year cycle in Key Stage 1, a three-year cycle across Years 3 to 5, and a one-year cycle in Year 6.

KS1:
What do people say about God?
How do we respond to things that really matter?

KS2:
Years 3-5- How should we live our lives?
Year 6- In what ways is life like a journey?

Approximately one hour per week should be devoted to RE, excluding assemblies.

See Appendix 1 for long term planning.

EYFS

Religious Education is a statutory requirement for all pupils on the school roll, including children in Reception classes. The promotion of equality, diversity, inclusion and British values should underpin all aspects of early years practice and contribute to children's understanding of themselves and the world around them. Religious Education supports this by encouraging respect, curiosity and appreciation of different beliefs, traditions and ways of life. (EYFS Statutory Framework).

In Reception, Religious Education is taught through the Statutory Early Years Foundation Stage Framework, particularly through the area of learning Understanding the World, including the aspect People, Culture and Communities. Through high-quality teaching and meaningful experiences, children begin to explore and understand similarities and differences between themselves and others, including those from different religious and cultural backgrounds.

By the end of the reception, children should:

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 also contributes to the development of knowledge, skills and understanding across other areas of learning, particularly:

- Communication and Language (listening, attention 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 being imaginative and expressive)
- Understanding the World (people, culture and communities; past and present; and the natural world)

Effective Early Years practice is central to the teaching of Religious Education. Learning should take place through a balance of adult-led, child-initiated and guided activities. Children should be encouraged to explore, investigate, ask

questions, share their ideas and discuss their experiences in a supportive and inclusive environment. Opportunities for reflection and thoughtful discussion should be provided regularly.

Children's encounters with religion and belief should be promoted through stories, rhymes, songs, artefacts, celebrations and, where appropriate, visits and visitors. Subject-specific vocabulary should be introduced and modelled carefully. A multi-sensory, play-based approach should be used to ensure learning is engaging, meaningful and accessible to all children.

Teachers should provide opportunities for children to:

- Play and explore
- Investigate and experience new things
- Concentrate, persevere and develop strategies when faced with challenges
- Develop their own ideas and make links in their learning
- Ask questions, solve problems and follow lines of enquiry
- Express their thoughts, feelings and ideas with increasing confidence

Through these experiences, children develop respect for themselves and others and begin to understand the diverse world in which they live.

Strategies for the teaching of Religious Education

A variety of strategies will be used for the teaching of Religious Education. Work will seek to promote open enquiry and respect. The variety of strategies will include:

- Individual work
- Group work (groups can be mixed ability with differentiation by role or ability groups with differentiation by outcome).
- Class work
- The use of ICT to develop, support and enhance learning where appropriate.
- Visitors into school

RE is taught at a level appropriate to age, ability and experience; and is accessible to every child through personalised learning, differentiation of work and support.

Pupils with English as an Additional Language (EAL) will have full access to the RE curriculum through appropriate scaffolding, targeted support and adaptations where required.

Pupils working at greater depth will be identified through assessment and provided with opportunities to extend their thinking through greater challenge and deeper enquiry.

Resources

Resources are in the labelled 'RE' cupboard. Teachers make good use of resources in order to ensure that RE lessons are inspiring for pupils and effectively promote progress.

Equality, Diversity and Inclusion

Religious Education is taught in accordance with the school's Equality Policy and promotes respect, understanding and appreciation of diversity. Through the study of a range of religious and non-religious worldviews, pupils develop an understanding of different beliefs, cultures and ways of life.

In line with the Equality Act 2010, all pupils are provided with equal access to the RE curriculum regardless of age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy or maternity. Teaching and learning are inclusive and designed to ensure that all pupils can participate fully, achieve success and develop respect for the beliefs, values and experiences of others.

Religious Education actively encourages pupils to challenge stereotypes, celebrate diversity and engage respectfully with viewpoints that may differ from their own, preparing them to contribute positively to life in modern Britain.

Links with Other Subjects

Although Religious Education is taught as a separate subject discipline, opportunities arise in lessons for children to apply skills from other subject areas. For example, through English, art, drama, computing and design technology. This ensures that the curriculum is taught in a creative and engaging manner whilst remaining knowledge-rich and ambitious.

Monitoring & Evaluation

Standard self-evaluation procedures are used to monitor and evaluate pupil achievement, the quality of teaching and the effectiveness of curriculum provision in Religious Education.

The subject leader will maintain a clear overview of the intent, implementation and impact of Religious Education through planned monitoring tasks included with the school's overall monitoring schedule. This might involve reporting to SLT and Governors to support their evaluation and contributing to the school's 'self-evaluation' in preparation for the next Ofsted inspection.

It is the statutory duty of the governing body to ensure that:

- Religious Education is included in the basic curriculum and that the school meets its statutory duties.
- Sufficient time and resources are devoted to Religious Education to provide a curriculum of quality.

Withdrawal

We note the Human Right of parents to withdraw their children from Religious Education and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff.
Teachers are asked to refer to the head teacher 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.
If you need any further information about withdrawal, please contact school.

Assessment

Teachers are required to assess pupils' attainment and progress each term. The age-related skills for each year group are outlined on trackers and teachers identify where each of their pupils are working - 'Below', 'Entering', 'Developing' or 'Secure'. The summer term assessments for Year 2 and Year 6 are reported on and will be sent to Lancashire SACRE (The Standing Advisory Council on Religious Education).

Visitors and Visits to Places of Worship

We enrich the curriculum by organising visits to places of worship in the immediate vicinity of the school. Faith leaders and other members of the community are also invited when appropriate to contribute to learning in the classroom as an additional valued resource.

Guidance on visits and visitors can be found in the school's visitor policy.
The RE subject leader supports class teachers to organise these educational visits.

Named RE subject leader: Chloe Ashworth
Headteacher: Elizabeth Mckay
Date: 26.09.2026
Date for review: October 2027

Appendix 1

2026/2027

Cycle B 2026/2027

	Autumn		Spring		Summer	
EYFS and Key Stage One **Key Question: What do people say about God?**	**Christianity** (God) God the Father Prayer	**Christianity** (Jesus) The nativity story Beliefs about Jesus as God incarnate Christmas	**Islam** God as creator Care for the planet	**Judaism** God's promise Noah Abraham Trusting in God	**Hindu dharma** One God in many forms God in all things Expressing ideas about God	**Christianity** (Church) Baptism Belonging
EYFS are taught alongside the Year 1 children however, they build upon their skills of the Early Learning Goals through continuous provision areas. It has been planned so that there are clear links between EYFS and Year 1.						
Year 3, 4 and 5 **Key Question: How should we live our lives?**	**Hindu dharma** Vishnu' Rama and Sita' Diwali	**Christianity (God)** The Bible, Christian life – guided by wisdom, teachings and authority	**Sikhism** the 5 Ks, Equality, the Gurdwara	**Christianity (Jesus)** Jesus in the wilderness, Lent, Sacrifice	**Islam** The Five Pillars of Islam, Ramadan	**Christianity (Church)** Parables, love for all

Year 6 **Key Question: Is life like a journey?**	**Christianity (Church)** Christian rites of passage denominational differences	**Hindu dharma** Reincarnation, Karma, the 4 ashramas	**Islam** The Ummah, Hajj	**Christianity (Jesus)** Holy Week, The Eucharist denominational differences	**Buddhism** The Buddha , The Four Noble Truths, The Eightfold path	**Christianity (God)** **Salvation,** **Forgiveness**