RE Subject Policy (2026)

Legal Requirements

Religious Education must be taught to all registered pupils in state-funded mainstream schools, except to those withdrawn by their parents. The Standing Advisory Councils on Religious Education (SACRE) recommend that RE is a subject covered within the school curriculum and takes up 5% of the annual total curriculum time (which can be delivered in flexible and creative ways).

The Place of RE in the Curriculum.

RE is a vital part of a broad and balanced curriculum. Studying religious and non-religious worldviews is essential if pupils are to make sense of the complex world in which they live in. It supports pupils' academic development and wider personal growth, preparing them to take their place and live well together within a multi-religious and diverse society. (Lancashire Agreed Syllabus 2026).

RE is a valued subject which welcomes the difficult questions about life, beliefs, God, right and wrong and what it means to be human. It develops the children's knowledge and understanding of faiths represented in their local community and the wider world. RE allows children to learn about and challenge their own and each other's beliefs and values in an unbiased and safe environment. Although RE is a distinct subject it makes important contributions to other parts of the curriculum, e.g. PSHE, as well as developing higher order thinking skills, spiritual development and deep personal development.

The Aim of Religious Education

The syllabus aims to support pupils' personal search for meaning as they explore what it means to be human. It continues to follow 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. At the centre of RE at Duke Street is the question, "What is it to be human?". Through an enquiry-based RE curriculum we intend to give the children the skills they need to rationally address this and many of the other big questions they will face throughout their lives. It is not our intention to lead children to any specific faith but to use RE to encourage Duke Street pupils to learn and develop the positive attitudes of curiosity, wonder and appreciation, commitment, fairness and self-awareness to the beliefs and values of others. (Lancashire Agreed Syllabus 2026).

Implementation of the agreed syllabus of Religious Education

Our RE curriculum at Duke Street will follow the Lancashire Agreed Syllabus 2026. Religious Education at Duke Street will reflect and represent the religions found within the school community. It recognises the religions found in the immediate geographical area surrounding the school (locally) and beyond (nationally and globally) as well as including non-religious worldviews. The units of learning will deliver 3 investigations of Christianity (God, Jesus and the Church) each year, as well as 2 other progressed religions – Hindu Dharma and Islam. In addition, Buddhism, Judaism and Sikhism are also covered at various points through the key stages.

Learning Structure

The planning of Religious Education learning will include elements of both theology and philosophy. It will also cover the four elements of the Field of Enquiry (Shared Human Experience, Beliefs and Values, Living Religious Traditions and the Search for Personal Meaning.)

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Progression of skills will be ensured by following the curriculum topics set by the Lancashire agreed syllabus and by teaching Christianity, Islam and Hindu Dharma progressively. RE will be taught as a standalone subject and should be 5% of curriculum teaching time. Planning and delivery are creative and a wide variety of approaches are used.

Withdrawal from Religious Education

It is recognised that parents have a right to withdraw their child from Religious Education in its entirety or in part. If a parent chooses to withdraw their child from Religious Education, then arrangements are made for that child to be withdrawn during the lessons by the class teacher in consultation with the Head teacher.

Assessment

Teachers are required to assess the understanding of RE in the Summer term. The results of the final assessment task in Year 2 and Year 6 will be sent to Lancashire SACRE. (The Standing Advisory Council on Religious Education) to contribute to wider national statistics.

Special Educational Needs

Religious Education can help to meet the learning needs of all pupils. This includes:

- Offering times of peace, reflection and calm.
- Offering colourful sensory experiences for example: the sound of a call to prayer, the taste of matza, the touch of tefillin, the smell of incense, the sight of a murti.
- For pupils who experience the world so strongly through their senses, the subject can speak to them in a direct way.
- Offering children an opportunity to share meaningful experiences and personal viewpoints and beliefs. Many

The curriculum may need to be adapted to meet the needs of pupils with special needs and/or disabilities whilst maintaining the 'Field of Enquiry' ensuring that learning is age appropriate and suitably challenging. This requires a careful analysis of the knowledge and skills which comprise a particular learning task. Effective adaption also requires an understanding by teachers of the ways in which pupils learn and which factors might hinder or prevent learning as informed by diagnostic assessment, SEND individual support plans and external advice. This might involve modifying units in response to difficulties with cognition and learning, communication and interaction, sensory/ physical difficulties and social, emotional and mental health needs. Adaption might involve:

- Dipping into knowledge and skills from prior year groups to maintain progression in learning.
- Breaking knowledge into smaller progressive chunks or focussing on the core theme within the centre of a topic.
- Consolidation or revisiting previous learning to embed understanding.

- Prioritising first-hand encounters with faith representatives and visits to places of worship.
- Prioritising sensory experiences such as art, music, dance and drama.
- Providing opportunities for small group discussion with a focus on the values underpinning a religious theme.
- Using creative forms of assessment and recording (e.g. a Wall of Wisdom).