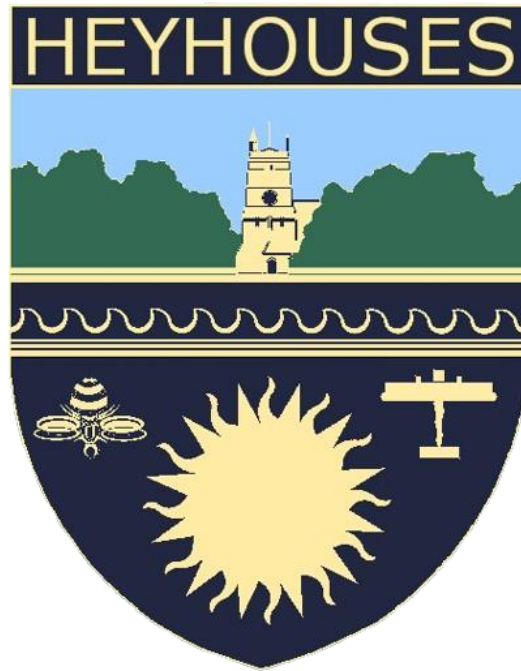




Heyhouses C.E. Primary School

RE Policy

September 2025

Mission of the School

At Heyhouses we aspire to be all that God has created us to be.

'I can do all thing through Christ who strengthens me.' Philippians 4:13

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that each individual is unique and valued; and that although all different, we are dependent upon one another.

In our school we seek to provide for the spiritual, mental, moral and physical development, growth and well-being of all our children.

— Firm Foundations — Ambitious Learning — Flourishing for life —

At Heyhouses we rejoice in every day of life (Ecclesiastes 11:8) by:

- Providing a caring, loving Christian environment and aiming to love others as Jesus loves us.
- Ensuring that worship and prayer is central to our daily lives.
- Delivering high quality, creative and stimulating learning opportunities both inside and outside the classroom.
- Work in close partnership with parents, the church and the community, visiting places of worship where possible to develop the understanding of the Church as a living community.
- Having the opportunity to use Bibles, prayer books, Christian and other faith artefacts.
- Learn a wide and varied curriculum.
- Encouraging mutual respect based on Christian values, where pupils and teachers are able to talk openly and freely about their own personal beliefs and practice without fear or ridicule.

Statement of intent for Religious Education.

Religious Education is at the heart of our school ethos and helps to form the backbone of the body of our school life. In our Voluntary Aided School, the management of Religious Education is a distinctive role of the governors and headteacher. RE is provided in accordance with the school's Trust Deed and in accordance with the rites, practices, and doctrines of the Church of England. The Governing Body is responsible for determining the nature of Religious Education provided in our school.

Statement of entitlement

A Statement of Entitlement Religious education in a Church school should enable every child to flourish and to live life in all its fullness (John 10:10). It will help educate for dignity and respect, encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.

A high-quality sequential Religious Education (RE) programme is essential to meet the statutory requirement to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews, fostering respect for others. In voluntary aided schools, RE must be taught in accordance with the trust deed. The Questful RE syllabus satisfies this statement of entitlement.

Aims of RE

Heyhouses are always striving for excellence in our delivery of RE and we seek to reflect the school's distinctive Christian character throughout our distinct teaching and worship.

We aim:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- For pupils to explore their own religious, spiritual and philosophical ways living, believing and thinking.

Appropriate to age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and, as a minimum, pupils can:

- 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 all faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

RE Syllabus

Heyhouses follows the Blackburn Diocesan Board of Education Syllabus for RE which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2019. In our school, Christianity is the majority religion studied in each year group. The Questful RE syllabus draws in elements of other World Faiths such as Judaism, Hinduism, Islam and Sikhism. It encourages respect and understanding of World Faiths along with deepening pupils' own understanding of the Christian faith. We aim for 10% of the curriculum time to be allocated to RE teaching but this will be no less than 5% in key stages 1-2, in line with guidelines. *Religious Education lies at the very heart of the curriculum.* Our RE curriculum is diverse and enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice. High-quality resources are used to enrich teaching and learning, for example, the Understanding Christianity resource, chatter box resources and clever cub books in EYFS, special objects from different faiths.

Teaching and learning in our Church school uses a Questful approach that engages with biblical text and theological ideas. Our RE curriculum will engage and challenge pupils through an exploration of core concepts and questions. We provide meaningful and informed dialogue with a range of religions and worldviews. There are opportunities for them to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity in a range of religions and worldviews. Pupils will explore how these may change in different times, places and cultures. RE will go beyond a sociological study of religious phenomena and will introduce pupils to a range of relevant disciplines including theology, philosophy and the human and social sciences.

A variety of teaching approaches will be used to ensure understanding, progression and enjoyment, including direct teaching, real experiences through visits and handling artefacts, dance, drama, singing, discussion and art opportunities. The use of the church building, clergy and congregation will be used where possible to aid teaching and learning in RE. Where possible, links should be made with other denominational churches and religious buildings of other faiths.

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.

We help pupils to:

- Learn about all 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.

At Heyhouses CE Primary School we 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 all 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.

We 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 all 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.

We seek for progress in RE to be significant and attainment high, enabling pupils to develop confident religious literacy. Children's progress is evidenced and recorded by class teachers. For more details see below.

Assessment

Assessment in RE is carried out by children answering the question they are investigating throughout the unit. Assessment records are kept using the 'ladder of expectation' as set out by Blackburn diocese within the Questful RE syllabus. Children's levels of achievements are recorded by shapes. These are recorded on

the initial page of the MTP for each unit. Children's books also contain a ladder of expectation, in order to monitor children's achievements across the units.

The subject leader will monitor floor books and individual books annually to assess learning and progression. The quality and content of Religious Education will be reviewed annually.

The coordinator's responsibility for monitoring and evaluating includes:

- Reviewing teachers' plans and reviewing pupils' work, including book scrutiny and discussions.
- Being available to support teachers with their planning.
- Leading curriculum review and update opportunities.
- Working alongside colleagues within the classroom where possible.
- Observing teaching and learning in classrooms.

SEN Provision

There will be provision for SEN children to access the curriculum, this is the responsibility of the class teacher.

The contribution of RE to Christian and British values

RE makes a significant contribution to pupils' Spiritual, Moral Social and Cultural development.

Our whole school curriculum intent with SMSC and British Values is to provide pupils with the opportunity to develop self-awareness, and awareness of others and the world around them so that they can start to develop and reflect on their own beliefs and opinions and gain an informed perspective of the wider world. Children's spiritual, moral, social and cultural development plays a fundamental role in their school life and at Heyhouses we aim to provide children with the best opportunities and experiences for them to explore these different areas. Through an understanding and acceptance of the British Values: rule of law, democracy, individual liberty, mutual respect and tolerance of those with different faiths and beliefs; our pupils will develop and demonstrate the key skills and attitudes that will allow them to participate and contribute to life in modern Britain. The children will learn about the British Values through a variety of different opportunities. These will include understanding the difference between right and wrong, understanding that there are consequences for our actions, learning to listen and respect different viewpoints, partaking in the wider life of school as well as the wider community, the role of parliament and the ways in which historical and cultural events have shaped our heritage. These values will be integrated into lessons and will be taught both implicitly and explicitly. At Heyhouses we encourage the teaching of the fundamental British Values as part of our curriculum. All areas of learning provide an opportunity for furthering the understanding of these concepts.

Collective Worship

Religious Education and Collective Worship naturally compliment and enrich each other. Worship takes the following forms within our school:

Whole school assembly – where the whole school family gathers to begin the week in a form of worship together. We share our values and aims for the week. We celebrate our strong singing of worship songs, both traditional and modern.

KS1 / KS2 assemblies – age-appropriate exploration of Bible stories, aspects of faith. Children are exposed to a range of worship styles, prayers and responses.

Class assemblies – these are held once weekly and give the children and staff time to reflect personally on the themes explored as a school. The main thread of the assembly is delivered by the class teacher, with freedom to follow the children's faith journeys more specifically. A candle is lit / switched on and the class worship area is used. Songs and prayers are included. Children are encouraged to take a lead especially members of the 'Hope team'.

Parental Rights of Withdrawal

Parents have a statutory right to withdraw their child from all or part of collective worship and RE, although this cannot insulate them from the religious life of the school. The headteacher should be notified in writing if parents wish to exercise this right. If such a request for withdrawal is made, the Headteacher should explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to.

Parents may request the governing board to provide Religious Education for their children according to the locally Agreed Syllabus. This can only be requested when parents cannot, with reasonable convenience, arrange for their children to attend another school where Religious Education is provided according to the locally Agreed Syllabus. The governing board should make provision unless the circumstances make it unreasonable to do so. Should the governing board be unable to make such arrangements for Religious Education to be delivered according to the Agreed Syllabus, the responsibility for doing so then falls on the Local Authority. The Local Authority may decide that such a request for separate Religious Education is unreasonable and the parental request then fails.

If pupils are withdrawn from RE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Pupils will usually remain on school premises. Where a pupil has been withdrawn, the law provides for alternative arrangements to be made for RE of the kind the parent wants the pupil to receive. This RE could be provided at the school in question, or the pupil could be sent to another school where suitable RE is provided, if this is reasonably convenient. If neither approach is practicable, outside arrangements can be made to provide the pupil with the kind of RE that the parent wants, and the pupil may be withdrawn from school for a reasonable period of time to allow them to attend this external RE. Outside arrangements for RE are allowed as long as the LA is satisfied that any

interference with the pupil's attendance at school resulting from the withdrawal will affect only the start or end of a school session. (Non-statutory Guidance 2010)

Complaints about the Provision of Religious Education

It is hoped that any complaint will be resolved informally by the Headteacher in consultation with the Governors, and possibly with advice from the Diocese. However, if the complaint is not satisfactorily resolved the matter will be adjudicated by a specially constituted sub-committee of the Diocesan Board of Education acting on behalf of the Bishop of the Diocese.

Subject Coordinator: Lynne Wilson

Headteacher: Elizabeth Hodgson

Date: September 2025

Review: September 2026