



Montreal CE Primary School

Religious Education Policy

Adopted by:	Full Governing Body	
Date of policy:	6th October 2025	
Review date:	October 2028	
Signed:	K. Lee (Chair of Governors)	L. Wilson (Headteacher)

'Love others as well as you love yourself'

(Matthew 22:39 / The Message)

This policy has been written taking into account the Church Of England Education Office's "[statement-of-entitlement-for-church-schools](#)". (the Statement of Entitlement); [siams-framework-september-2024](#). and the Cumbria Agreed Syllabus for Religious Education.

Our vision for Religious Education (RE)

Our School Vision:

'Love others as well as you love yourself'

(Matthew 22:39 / The Message)

At this school, RE expresses and strengthens our vision, ethos and values that are at the heart of what we aim to do in every aspect of school life that offers human flourishing for all. The importance placed on the development of the whole child spiritually, morally, socially, culturally (SMSC) and intellectually is reflected in the RE curriculum.

In Montreal Church of England Primary School, where pupils and staff come from different faiths and none, RE is a highly valued academic subject that enables understanding of how religion and beliefs affect our lives. There is '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', Statement of Entitlement 2019.

The school provides a RE curriculum that is rich and varied and studies a range of world religions and worldviews. At the heart of RE in this school is the teaching of Christianity, rooted in the person and work of Jesus Christ that enables learners to acquire a thorough knowledge and understanding of the Christian faith.

Our aim is to provide a wide range of opportunities for our pupils to understand and to make links between the beliefs, practices and value systems of the range of faiths studied. We aim to provide suitable learning opportunities that match the needs of all children. This includes providing relevant support, adapted activities and using a range of teaching and learning styles within lessons.

Pupils are encouraged to know about, understand and respond to the ultimate questions of life and ethical issues. Our curriculum and wider opportunities offer, inspires pupils to explore, develop and affirm their own faith/worldviews and values whilst having respect for the faith, beliefs and values of others. We are committed to education for wisdom, hope, community and respect.

Encountering religion and belief includes:

- Enquiry into and investigation of the nature of religion;
- Key beliefs and teachings, practices;
- Impact on the lives of believers and communities;

- Different ways of expressing beliefs, teachings and practices;
- Developing pupil skills of interpretation, analysis and explanation in relation to religion;
- Pupils' communication of their knowledge and understanding using specialist vocabulary;
- Pupils reflection on and response to their own experiences, questions of identity and belonging, meaning purpose and truth, values and commitment; and
- Development of religious literacy.

Aims

In keeping with the expectations set out in the Statement of Entitlement, through the three lenses of theology, philosophy and human science, the aims of RE in this school are:

1. To enable pupils 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.
2. To enable pupils to gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
3. To facilitate pupils' engagement with challenging questions of meaning and purpose raised by human existence and experience.
4. To enable pupils 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.
5. To encourage pupils to explore their own religious, spiritual and philosophical ways through living, believing and thinking.

Legal Framework

As a voluntary controlled school, as required by law, we provide RE which meets the requirements of the Cumbria Locally Agreed Syllabus 2023.

Parents have a legal right in accordance with the Education act 1996 to withdraw their children from RE lessons. As this subject is central to the life and identity of Montreal Church of England School, we ask parents to discuss with the Headteacher any reasons they might have for doing this. We aim to provide a quality RE curriculum that can be sensitively and appropriately taught to all pupils, by all staff. We ask that requests for full or partial withdrawal from RE should be made in writing to the Headteacher. Alternative, appropriate activities will be organised for the child in line with their age appropriate curriculum.

Curriculum for Religious Education (RE)

RE is an academic subject that has a high profile in our school curriculum. It is given priority by leaders, including governors, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- is intrinsic to the outworking of our distinctive Christian vision in enabling all pupils to flourish;
- contributes to British values and to pupils' spiritual, moral, social and cultural development;
- is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions;
- provides meaningful and informed dialogue with a range of religions of worldviews;
- reflects a good balance between the disciplines of theology, human science and philosophy;
- enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is diverse;
- provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals and practices and how they help to form identity in a range of religions and worldviews;
- ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs;
- is adapted to ensure all pupils make progress and flourish.

In addition to providing RE in accordance with our trust deed we use Questful RE to support teaching.

There are clear learning outcomes for all units of work, based on the appropriately high expectations we have for all our pupils. Our RE curriculum is sequential and builds on prior learning which ensures that there is continuity and progression for all pupils as they move through the school.

Curriculum balance and time

In this school the faiths/worldviews taught are:

- in KS1, Christianity and Islam are our focused faiths;
- in KS2, Christianity, Islam, other world faiths;

RE has between 5% and 10% of weekly curriculum time: - in foundation stage approx. 45 minutes, key stage 1 - 1.5 hours and in key stage 2, 1:45 mins per week.

Throughout the year there are further opportunities for the delivery of RE, including Harvest, Christmas, Easter, World Religion themes/ celebrations / days, and as part of our trips and residential.

Within the Religious Education (RE) curriculum, 60% of the content is dedicated to the study of Christianity, with the remaining 40% focused on other world faiths. As a Church school, we are committed to ensuring that pupils develop a comprehensive understanding of the Christian faith. However, recognising that our local context reflects limited cultural and religious diversity, we also place importance on providing opportunities for pupils to learn about a range of world religions, thereby fostering respect, understanding, and appreciation of diversity within a wider global context.

Through our wider opportunities, a range of visitors support the teaching of RE, and whenever possible, there will be planned visits to places of worship and other places of interest.

Allocated curriculum time is only ever spent on RE related learning. Collective worship is timetabled separately.

Spiritual, Moral, Social and Cultural Development (SMSC) / British Values

- RE is a key opportunity to develop morally, spiritually, socially and culturally. We invite pupils to reflect on their personal responses to issues and consider respectfully those of others.
- We encourage pupils to consider the answers offered by faith and other groups to questions of meaning and purpose and to problems within societies as well as their own experiences.
- RE also strongly supports the school's citizenship work by introducing pupils to the significance of belonging to a community, diversity within communities, faith rules and their application to moral and ethical issues and cultural influences on religious practice. This includes work on the British Values of *democracy, the rule of law, individual liberty, and respect*.

Health and Safety

Health and safety issues may arise in RE on a number of occasions for example, when pupils:

- Handle artefacts
- Consume food
- Visit places of places.

Teachers will conform to guidelines in the school's health and safety policy in these circumstances.

Recording, Feedback and Assessment

Questful RE, produced by the Diocese of Blackburn, is the principal scheme used for the teaching of Religious Education across the school. It provides opportunities for pupils to explore RE through theological, philosophical, and human and social science lenses. Learning is documented in a variety of ways, to capture pupils' reflections, artwork, and photographs, while technology is used to record drama, dance, and musical expressions that demonstrate understanding. When appropriate, pupils additionally record their written work in individual RE workbooks.

Teachers use a range of assessment techniques designed to capture each child's learning effectively. Assessment may take a variety of forms, recognising that recording information should never be a barrier to demonstrating understanding.

When planning assessment opportunities, class teachers use their professional judgement to determine the most appropriate methods for assessing each child's learning. This approach allows for flexibility, ensuring that assessment methods are tailored to meet the diverse strengths, needs, and abilities of individual pupils or groups of pupils.

In summary, to ensure that all pupils are flourishing and making sustained progress, teachers will:

- identify development across the different areas of learning within the subject, extending beyond the acquisition of factual knowledge;
- recognise and nurture the wide range of skills, dispositions, and attitudes that Religious Education seeks to develop;
- apply clear and consistent criteria to assess progress and achievement;
- actively involve pupils in identifying and understanding their own next steps in learning;
- track pupil progress effectively to highlight areas for further development in both individual understanding and whole-school provision; and
- provide accurate and informative reports to parents and carers regarding pupils' progress and attainment.

Leadership & Management

The teaching, assessment and resourcing of RE is managed by the RE subject leader (in collaboration with leaders) to ensure that statutory requirements and those set in the Statement of Entitlement are met.

The RE subject leader will:

- support and regularly monitor the subject across the school for its strengths and areas for development in line with SIAMS and Ofsted guidance about self-evaluation;
- undertake relevant and regular CPD to keep their subject knowledge and expertise up to date, and to ensure that staff receive appropriate training for the teaching and assessment of RE;
- report regularly to the governing body so that everyone has an overview about progress and outcomes in RE (this is a standing full Governing Body agenda item); and
- ensure that RE provision reflects diocesan advice and recommendations.

Review

There will be a review of this policy every 3 years.

Its impact will be monitored by the RE leader, together with senior leaders and governors.

This will include discussions with pupils, other members of staff, observing teaching and scrutinising pupils' work.