

Samlesbury CE Primary School

'Let your light shine!'

Live as a light to others

Live to do good

Live to love God

Based on Matthew 5:14-16



Religious Education (RE) Policy

***"Start children off on the way they should go, and even when
they are old, they will not turn from it "
- Proverbs 22:6***

Policy written: October 2023
Review date: October 2025
Next review date: October 2027

Rationale

This document sets out the aims, principles and strategies for the teaching and learning of Religious Education at Samlesbury CE Primary School. The school has adopted the Blackburn Diocesan Board of Education (BDBE) Syllabus for RE which fulfils all legal requirements and those of the RE Statement of Entitlement from the Church of England Education Office 2019.

As a Voluntary Aided School the management of Religious Education is a distinctive role of the governors and headteacher. RE is delivered in accordance with the Trust Deed and with the rites, practices and doctrines of the Church of England. The Governing Body as a whole is responsible for determining the nature of Religious Education provided at Samlesbury.

We recognise that although Religious Education and Collective Worship naturally compliment and enrich one another, they are managed separately.

Aims

Religious Education is a vital part of our curriculum, enabling every child to 'let their light shine' by nurturing their spiritual, moral, and intellectual growth. We aim to provide our children with an excellent RE curriculum, with the belief that if we,

*"Start children off on the way they should go, and even
when they are old, they will not turn from it "*
- Proverbs 22:6

Through the teaching and learning of Religious Education at Samlesbury, in accordance with the RE Statement of Entitlement from The Church of England Education Office 2019, we aim for pupils to:

- know about and understand Christianity as a diverse global living through the exploration of core beliefs using an approach that critically engages with biblical text.
- gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- engage with challenging questions of meaning and purpose raised by human existence and experience.
- 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.
- explore their own religious, spiritual and philosophical ways living, believing and thinking.

Church of England 'A Statement of Intent' 2019

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.

Through doing this, we aim to support pupils to:

- reflect theologically and explore the ultimate questions and challenges of life in society today;
- 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, belief 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 other 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.

Through teaching Religious Education, we aim to 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 other 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 society today.

Dedicated time must be assigned for high-quality RE to allow pupils to explore Christian beliefs and practices, engage with diverse worldviews, and reflect deeply on their own values and purpose. Through this, they are encouraged to flourish as thoughtful, compassionate individuals who shine brightly in their communities and the wider world.

At Samlesbury, we believe that:

- RE should receive at least 5% of class time, which equates to 45 hours per year in KS2 and 36 hours in KS1.
- Approximately 70% (31½hrs in KS2 and 25¼hrs in KS1) of this time will be dedicated to the study of Christianity in order to enable children to acquire a rich, deep knowledge and understanding of Christian belief and practice.
- Approximately 30% of RE teaching time (13½hrs in KS2 and 10¾hrs in KS1) will focus on the exploration of all major world faiths and discussion of non-religious worldviews to enable pupils to gain knowledge and understanding that will equip them to encounter life's experiences in our world today and in the future.
- Children in the Early Years Foundation Stage should always have access to continuous provision linked to their RE learning and this will contribute towards some of their recommended hours.

RE Syllabus

Samlesbury fully adopts the Blackburn Diocesan Board of Education Syllabus for RE (Questful RE) which is taught as a distinct subject, however where appropriate, links with other subjects will be developed to ensure continuous learning.

Questful RE gives our children the sense of being on a quest of discovery. The different journeys of discovery give opportunities to investigate, reflect, evaluate, make meaning and ask questions in response to religious ideas. In doing so, they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God. Pupils will experience, explore and encounter a wide range of creative and challenging multi-sensory activities that will help them to discover the answers to fundamental questions such as:

- *Who am I and what does it mean to be me?*
- *In what ways do/can I relate to others?*
- *How/where can I encounter God?*

- *How can I make a positive contribution to the world in which I live?*
- *What values, attitudes, beliefs and behaviour are important to me?*
- *What does it mean to have faith?*
- *Who/what influences and inspires me?*

Whilst on a 'questful' journey, pupils are introduced to the eight core concepts which tell God's Big Story and his salvation plan. These are:

- God: Father, Son and Holy Spirit • Creation • Fall • People of God
- Incarnation • Gospel • Salvation • Kingdom of God

Our school's Christian values are woven throughout the RE curriculum, shaping teaching and learning by providing a consistent moral and spiritual framework that deepens reflection, encourages compassionate dialogue, and helps pupils connect their learning to real-life choices and relationships. Our Christian Values are:

- Love • Grace
- Trust • Truthfulness • Perseverance • Compassion • Service • Responsibility
- Forgiveness • Reverence & Respect • Justice • Humility • Wisdom • Peace
- Hope • Creativity • Thankfulness • Friendship • Generosity • Courage

Other Faiths or Non-religious World Views

Teaching about world faiths and non-religious world views is also important; respect for these must be based on an accurate and sympathetic understanding of those beliefs, consistent with school's loyalty to its caring, Christian foundation. Respect for world faiths and non-religious world views is fostered within RE, helping pupils to:

- learn *about* world faiths/non-religious world views, their beliefs, traditions and practices and *from* them through encounter and dialogue.
- recognise and respect those of all faiths/non-religious world views;
- recognise areas of common belief and practice between different beliefs;
- enrich their own faith through examples of holy living in other traditions;
- enrich and expand their understanding of truth, while remaining faithful to their own traditions, recognising the common human quest for justice, peace and love and the common goal of the survival of life on Earth.

Spiritual, Moral Social and Cultural (SMSC) Development

At Samlesbury, Religious Education is a key driver of pupils' spiritual, moral, social and cultural development, rooted in our vision to '*let your light shine*'. Through RE, children are encouraged to live as a light to others, showing kindness, respect, and compassion in their relationships and communities. They learn to live to do good by exploring moral teachings, ethical choices, and the impact of belief on action. They are invited to live to love God by engaging with Christian theology, worship practices, and the wider Christian story.

- **Spiritual Development:** We nurture and enrich the spiritual development of all members of our school family, encouraging pupils to discover God the Creator, their 'inmost being', and the wonder of the world. RE provides opportunities for prayer, reflection, and engagement with life's big questions, helping pupils explore their own spirituality and sense of purpose.
- **Moral Development:** Rooted in the teachings of Jesus Christ, RE offers pupils a secure foundation on which to make choices, decisions, and build their lives. Pupils examine ethical dilemmas, consider the impact of actions, and learn to live with integrity and compassion.
- **Social Development:** RE enriches pupils' understanding of what it means to live in a community where love, respect, and responsibility are put into practice. Through collaborative learning and respectful dialogue, pupils grow in empathy, citizenship, and service to others.
- **Cultural Development:** Pupils develop an understanding of Christianity as a global, multi-cultural faith and explore the beliefs and practices of other religions and worldviews. This helps them appreciate diversity, heritage, and the role of religion in shaping societies past and present.

Through these experiences, pupils are empowered to shine brightly in their learning, relationships, and wider lives—becoming thoughtful, responsible, and spiritually aware individuals.

Experiences and Opportunities

At Samlesbury, we believe that Religious Education should inspire curiosity, deepen understanding, and encourage every child to let their light shine. As in all subjects, RE is enriched through a wide range of engaging teaching and learning activities—fostering discussion, critical thinking, and collaboration through individual, paired, and group work. These imaginative and thought-provoking experiences create space for pupils to explore faith, reflect on meaning, and grow in wisdom. In addition to this, RE at Samlesbury may include (though not exclusively):

- opportunities to explore the experience of the Church's year;
- visits to St Leonard the Less Church;

- visits to other places of worship. Where this may not be possible, virtual tours may be undertaken online;
- visitors are encouraged and welcomed into school to talk about their experience of faith and religion. We actively encourage members of the local parish to share their experience of Christian life and those of other Christian denominations and world faiths/non-religious views;
- participation in Y5/6 of 'Walk Through The Bible';
- the regular use of a set of children's Bibles appropriate to the age of the children;
- access to religious artefacts;
- a space that can be used as a focus for prayer and silent reflection.

Recording

Each child has an individual RE book which should be used as a space to record their individual thoughts and ideas in response to the religious ideas being studied.

Each class has a scrapbook which contains evidence of discussions, comments and ideas, visits and visitors, photographs, group work, post-it notes, and printed work from the interactive whiteboard.

Each RE lesson will be documented either in individual pupil books or in the class scrapbook, depending on the nature of the teaching and learning that has taken place. While not every lesson will result in entries in both formats, this flexible approach ensures that learning is captured in a way that reflects its style and purpose. Group discussions, collaborative tasks, and practical activities are typically recorded in the class scrapbook, whereas personal reflections and written responses are more likely to appear in individual RE books.

Resources

The RE co-ordinator is Louise Quayle who takes part in relevant training provided by the Diocese. She is responsible for identifying areas of development and need through the RE action plan which is updated at least termly as well as termly RE walk-throughs and book study sessions with pupils. Training by other staff is undertaken as necessary and may take place during a staff meeting, an INSET event or an external training event.

We have a full class set of Children's Bibles and a range of books about religion which are kept in the library.

Each class has the 'Big Frieze' by Emma Yarlett on display, with a large banner in the school hall.

We have artefact bags containing key religious artefacts for Christianity, Islam, Judaism, Sikhism, Buddhism and Hinduism.

Inclusive Learning & Special Education Needs and Disabilities (SEND)

All children receive quality first teaching, inclusive approach to learning in our school which is differentiated to enable all children, regardless of their ability or physical needs, to access RE at an appropriate level. This will be provided through:

- The delivery of carefully structured teaching approaches
- Imaginative learning experiences which arouse and sustain children's interest, and which encourage a variety of responses.
- Provision of appropriate resources e.g. age and stage appropriate challenges for recording written work, or pictures to use as stimulus.
- Teacher's response and questioning.
- Adaptation of curriculum to enable all pupils to access the R.E curriculum according to need.

Assessment

In accordance with the Blackburn Diocese Board of Education Questful RE Syllabus, we use the Ladder of Expectation and Achievement as a basis for assessing children's learning. Within this there are clear statements of achievement which indicate what pupils are expected to know and be able to do at the end of each key stage. These are further broken down into statements of achievement for each RE unit. Teachers are responsible for assessing children regularly through a variety of day-to-day formative and summative approaches including questioning, discussion, written work and creative responses to assess pupils' engagement and understanding, in addition to completing an end of unit assessment sheet at least once every half-term, which can be used to inform future planning.

Teachers should be aware of the levels the children in their class are attaining in RE, however it is important to remember that some activities cannot be levelled because they are linked with the child's personal spiritual development, such as the writing of prayers, or because the activities are simply fun and creative. To this extent, at the end of the year, staff will highlight the skills displayed by each child on their individual RE Ladders of Expectation and Achievement, taking into account their overall progress.

Parents are informed of their child's progress in RE as part of the end of year written reports sent home during the summer term.

Monitoring

The teaching and learning of RE is monitored by the RE Co-ordinator through a combination of methods, such as book scrutiny, staff discussions, lesson observations, book study sessions with pupils, individual pupil assessment ladders.

The RE Link Governor is Mrs Tabitha Halliwell who visits school regularly and reports back to the governing body. The RE Co-ordinator and Link Governor meet at least annually to discuss the teaching and learning of RE throughout the school.

Parental Rights of Withdrawal from RE in a Voluntary Aided School

The Worship and Religious Education provided by the school is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school.

Parents may request the governing body 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 body **should** make provision unless the circumstances make it unreasonable to do so. Should the governing body 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.

Roles and Responsibilities

<u>Role</u>	<u>Person / Contact</u>	<u>Contact</u>
RE Co-ordinator	Mrs Louise Quayle	01772 877 200 mrsquayle@samlesbury.lancs.sch.uk
RE Link Governor	Mrs Tabitha Halliwell	01772 877 200 c/o bursar@samlesbury.lancs.sch.uk
Co-Headteachers	Mrs Louise Quayle Mrs Lucy Sutton	01772 877 200 head@samlesbury.lancs.sch.uk

Reviewing the Policy

The next date for renewal is October 2027.