



**Calthwaite CE Primary SCHOOL**

**‘Cultivate, Inspire, Flourish’**

## **RELIGIOUS EDUCATION POLICY**

**2025 /2026**

## Our vision for Religious Education (RE)

At Calthwaite, 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 Calthwaite Church of England 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. Our school's vision of 'Cultivate, Inspire, Flourish' encourages all stakeholders to ensure that throughout the teaching of all subjects, including RE we are ensuring that pupils have the opportunity to cultivate clear understanding, be taught inspirationally and be inspired by the subject matter itself, and to flourish in their own expression of/recognition of different worldviews. 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 teachings found in the Bible 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 learners 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 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 dignity.

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.
- A continued awareness of spirituality – a cross curricular aspect but with obvious links to RE.

At Calthwaite C of E School we use the analogy of Spirituality as the roots of the tree. We cannot see the roots beneath but without them the tree would not grow and flourish- it would fall. We cannot see a person's spirituality but everyone has it within them. Without our own sense of spiritual connection, like the tree, we too cannot flourish fully like God intended us to. Everyone's spiritual connection is different. For some people spirituality will be connecting to a faith or a religion, for others it will be making a connection to nature, others, themselves or the world around them. It may involve looking for meaning or purpose.

We use the concepts

'Windows' – looking out into the world and contemplating both the awe-full and the awful

‘Mirrors’ – reflecting, thinking and asking important questions  
‘Doors’ – encouraging response and active change ‘Go and do likewise’.

## Aims

In keeping with the expectations set out in the Statement of Entitlement, 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 aided school, as required by law, we provide RE in accordance with our trust deed. We teach RE as a core subject.

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 Calthwaite Church of England School, we ask parents to discuss with the head teacher 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.

## Curriculum for Religious Education

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.

We provide RE in accordance with our trust deed, and as agreed with our Governing Body we use the Questful RE scheme (Blackburn Diocese).

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, we have a curriculum that includes other faiths/worldviews taught in RE. The balance of this can be seen in the long term cycle for each class. Where topics are listed a range of religious and worldviews will be included, as set out in the Questful RE resource.

1 <sup>st</sup> Cycle	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Class 1	Harvest Why are We Different and Special?	Why do Hindus light candles for Diwali? How do Christians celebrate Jesus's Birthday?	Stories Jesus Heard Stories Jesus Told	Easter: What do you think is the most important part of the Easter story?	Baptism: Why is baptism special?	Special Places: What makes a place holy?
Class 2	The Bible: Why is the Bible such a special book? Do people of all world faiths have holy books? Islam Judaism Sikhism	Christmas: Why was the birth of Jesus such good news?	Jesus: How did/does Jesus change lives?	Easter: Is the cross a symbol of sadness or Joy?	Rules for Living: Which rules should we follow?	Does Everybody follow the same rules? Buddhism Islam Sikhism
Class 3	Life as a journey: Is every persons journey the same? Why do people of faith make pilgrimages? Hinduism Islam Judaism Sikhism	Christmas: Why is Jesus described as the light of the world? Why is light an important symbol in World Faiths? Judaism	Jesus: Why do Christians believe Jesus us the Son of God? Why do Jewish people believe that the Sabbath/Shabbat is so important	Easter: A story of betrayal or trust? What do World Faiths say about forgiveness? Hinduism Islam Judaism Sikhism	Old Testament women: did she make the right choice? Did she make the right choice? Judaism	People of faith: how does having faith affect people's lives? How does having faith affect people's lives? Buddhism Hinduism Islam

2 <sup>nd</sup> Cycle	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Class 1	Creation: What are your favourite things that God created?	EYFS Special Times: How do you celebrate special times? Sikhism- Vaisakhi -1.3 Christmas- why do we give and rec	What made Jesus Special?	EYFS Easter: Why do Christians believe Easter is all about love?	EYFS 10 Prayer: What is prayer?	EYFS Special People: Why do Christians believe Jesus is special? Founders and leaders of faith
Class 2	Harvest: How do people of faith say thank you to God for the harvest?	Called by God: What does it mean to be called by God? Christmas. How does the presence of Jesus impact on peoples lives?	Jesus: Why did Jesus welcome everyone?	Easter: How do Symbols help us understand the Easter story?	Ascension and Pentecost: What happened at the Ascension and Pentecost?	The Church: Why is the church a special place for Christians? Why are holy buildings important to people of faith? Hinduism Islam Judaism

Class 3	The Bible: How and why do Christians read the Bible? Why are sacred texts so important to people of faith? Hinduism Islam Judaism Sikhism	Christmas: How do our celebrations reflect the true meaning of Christmas?	Jesus: Why do Christians believe Jesus was a great teacher?	Easter: Why do Christians believe that Easter is a celebration of victory?	Loss Death and Christian Hope: Is death an ending or a beginning? How do people of world faiths mark the end of life? Buddhism Hinduism Islam	David and the Psalms: What values do you consider to be important?
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Class 3 3 <sup>rd</sup> cycle	God: what is the nature and character of God? Have you discovered any beliefs about God in common across different faiths? Hinduism Islam	Advent: How do Christians prepare for Christmas?	The Exodus: Why is the Exodus such a significant event in Jewish and Christian history? Judaism 6.3 The Eucharist: Why do Christians celebrate the Eucharist?	Jesus (Easter): Who was Jesus? Who is Jesus? Who was Jesus? Buddhism Hinduism Islam Judaism Sikhism	The Church: Are all churches the same? Are all places of worship the same? Do people worship God in the same way? Hinduism Islam Judaism	Prayer: What is prayer? How do people of World Faiths Pray? Hinduism Islam Judaism Buddhism
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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.

## 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 worship.

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

## Recording, Feedback and Assessment

We use the Questful RE ladder of expectation and achievement to plan tasks at the right level appropriate for the pupils' experience, knowledge and ability. If the right tasks are set then the outcomes will be achieved. We also use the ladder to make judgements about the level of individual pupils' achievement.

Teachers set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement. This is recorded at the end of a unit on an 'Assessment and Recording Sheet'. On each unit sheet there are lists of expected outcomes all of which relate to the statements in the ladder and they are marked with the symbols from the ladder. We don't use specific assessment tasks as every task, potentially, can be assessed and contribute to the expected achievements. Alongside this we also have an 'Outcomes and Expectations Sheet' that contain 'I know' and 'I can' statements that can be used by pupils to self-assess or peer assess.

There will be class RE 'scrapbook's. The 'scrapbook' will contain evidence such as pupils' discussions, comments and ideas, records of visits and visitors, photographs, group work, post it notes and printed work from the interactive whiteboard. These books are then used to contribute towards assessment and monitoring. Classes 2 & 3 will also have individual RE books.

RE is marked in-line with the school policy so there is consistency across all subjects in the school. Our pedagogical approach uses in-lesson feedback and effective and inclusive questioning which regularly checks for understanding.

Scrutiny of RE work/books/lessons are carried out by the RE subject leader and Governor.

## **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:

- 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; and
- ensure that RE provision reflects diocesan advice and recommendations.

## **Review**

There will be a review of this policy every year. Its impact will be monitored by the RE leader, together with the headteacher and RE governor. This will include discussions with pupils, other members of staff, observing teaching and scrutinising pupils' work.

**Date of policy: September 2025**

**Review date: September 2026**

**Signed: J. Harvey**