



## RE Policy

Subject Leader	<b>Mrs N Goodman (Mr A Wright)</b>
RE Governor	<b>Mrs S Nicholl</b>
Last Updated	<b>January 2026</b>
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## Aims and Objectives

The aims and objectives of learning RE in primary school are:

- Pupils know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.
- Develop conceptual understanding of religion, religious beliefs and practices – in order that they can begin to engage in informed reflection and discussion about religions.
- Develop an informed appreciation of religions – in order that they can explore religions with openness, interest and enjoyment.
- Value religious and cultural diversity – in order to enhance their social and cultural development and to contribute to a more just and civil society.
- Create meaning from their knowledge and understanding of religions– in order to enhance their spiritual and moral development.
- Develop an awareness of the richness of religions and their contributions to society and culture – in order that they can make increasingly mature judgements about the world in which they live.
- Recognise commonality and difference within and between religions – in order to develop respect, openness and curiosity.
- Develop a sensitive understanding of the significance of religious commitment and practice in the lives of individuals – in order that they might develop respect for individuals and their right to hold beliefs that are different from their own

The aim for RE is "To support pupils' personal search for meaning by engaging enquiry into the question 'what is it to be human?' – exploring answers offered by religion and belief."

The Authority has agreed that the Lancashire Agreed Syllabus is the legal basis for RE and we will follow it.

The Lancashire Field of Enquiry for RE lies at the heart of the syllabus. The central question is "What does it mean to be human?"

Children will try to answer this by exploring:

- Shared human experiences;
- Beliefs and values;



- Living religious tradition;
- The search for personal meaning.

Within these headings, the children will be taught to know and understand how to:

- Reflect on religious traditions and how these concepts impact them.
- Extend their own sense of values.
- Promote their spiritual growth and development.
- Think about their own views and values.
- Build on their own experiences and extend their knowledge and understanding of religious traditions.
- Use their own personal experiences to develop their religious thinking.
- Compare the religious views of different faith groups.
- Discuss religious and moral issues.

Christianity, Islam and Hindu dharma will be covered each year, progressively building on the previous year's work. We will also cover other religions through assemblies and special weeks to give our children as wide an insight as possible into world religions.

### Assessment

Children will be assessed against the end of unit expectations. Years 2 and 6 will be assessed against the end of key stage expectations; that data will be submitted to the authority.

### Parental Involvement

We hope and expect that our parents will show a keen interest in their child's religious education and aim to promote this by holding open evenings during which their child's work is displayed and discussed.

Outlines of our curriculum can be found on the school website for parents to view.

### Withdrawal

We note the right of parents to withdraw their children from Religious Education and of teachers to withdraw from teaching the subject. At Moss Side we aim to provide an open curriculum which can be taught to all pupils, by all staff. Teachers are asked to refer to the Headteacher any questions from parents about withdrawals. Requests for full or partial



withdrawal from RE should be made in writing to the head teacher and a record kept of them.

### Enrichment

- Faith visitors invited in as part of assemblies or lessons.
- Trips to places of worship eg. Christmas visit to St James' Church
- Nativity performances EYFS/KS1 to embed Christmas Story as part of Christian study

### The Role of the RE Co-ordinator

The duties and responsibilities of the RE co-ordinator include the following:

- To review and keep up to date the RE policy.
- To keep under review and make suggestions for the updating and regeneration of materials needed to meet the requirement of RE.
- To liaise with the staff about the development of RE in school.
- To keep up to date with current evidenced based pedagogy through appropriate CPD.
- To deliver CPD to staff in school when necessary and appropriate.
- To support staff with planning and assessment and to look at class planning documents.
- To evaluate the impact of the curriculum through learning walks and pupil voice.
- To be aware of developments needed in the school to improve the attainment of the pupils in RE.
- To review and make any adaptations to the scheme of work, necessary to improve the attainment of pupils in RE.
- To feedback areas for development of RE to other senior leadership following staff discussion, learning walks and pupil voice, in order for this to inform the School Development Plan.
- To provide updates to the governing body to keep them informed about RE in school and abreast of any changes.
- To ensure information on the school website is up to date.



### Assessing Impact

The impact of the curriculum will be assessed by:

- Learning walks by the subject co-ordinator
- Samples of work from all classes, collated by the subject co-ordinator
- Book study by subject co-ordinator.
- Discussion with pupils to discuss understanding and retention of knowledge – pupil voice
- Discussion with staff
- Displays of RE in school

This policy should be read alongside the following whole school policies:

Curriculum

EDI

SEND

Positive Behaviour