



Lancaster Christ Church C of E Primary School

Have Faith... In yourself... In others... In God.

RE Policy

What are we doing here?

When Mary heard the news that she would be the mother of God's son Jesus, the angel Gabriel told her *"For nothing will be impossible with God"*. For Christians, that means that every person's life is a unique gift from God, and as a school community we want every child to grow in the fullness of life God gives. This is reflected in our school **vision statement**:

'Have faith... In yourself...in others...in God'.

"For nothing will be impossible with God."

Luke 1:37

Later, when Jesus began the work God gave him, he chose a diverse group of friends and followers, everyone from fishermen to tax collectors. Even when he knew they would struggle and make mistakes, Jesus still had faith in his friends. One of Jesus' friends, St Peter, later wrote that *"Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms."* Peter wanted to encourage us to recognise that God works in our lives and helps us live well together. When we are all different, Jesus invites us to be His friends and leaves no-one out. In our school community, we celebrate the gifts and skills each child brings and encourage children to bless and serve others in a variety of ways.

At Lancaster Christ Church we value the individuality of our children and their various curriculum strengths and interests. As a school, we aim to provide opportunities for children to build upon these to become the best that they can be. We are proud of our varied demographic and ensure that all children have opportunities to be successful, therefore we have designed a curriculum which encourages all children to flourish as individuals, the **intent** of which is rooted in **1 Peter 4:10**:

"Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms."

Education has always been a Christian virtue, where learning and reading have helped generations of people discover the love of God in the Scriptures. Christians follow Jesus's example of challenging poverty and injustice - often by giving children access to an education which will transform their lives. The school was founded in 1875 by Rev'd Philip Bartlett, the then Vicar of Christ Church, as a lasting way to provide distinctive support to the Christ Church community. Rev'd Bartlett wanted to see disadvantaged children in Lancaster have a better future and although our city has changed a lot since then, we continue his legacy and encourage our children to *have faith in themselves, in others, and in God*. The Christian principle of service, upon which the school was founded, remains fundamental to our school today.

Our school aims are to:

- ensure the distinctive nature of our Church school with the Christian Faith underpinning all that we do.
- create a nurturing environment where everyone can feel safe, supported, and valued.
- involve parents, carers, the church, and the wider community to enrich children's learning and cultural capital.
- provide an ambitious, relevant, and coherently planned and sequenced curriculum that supports children's ability to know more, remember more, and be able to do more.

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- equip our children with the knowledge, skills, experiences, and attitudes they will need to successfully contribute to our future society.
- enable all children to reach their full potential through high quality teaching, targeted academic support and wider approaches.

Our theologically rooted **Christian vision** is central to our ethos, and alongside our theologically rooted **curriculum intent**, is lived out in every aspect of our daily school life. Children, parents, staff and governors help to shape our vision and ethos as we continually review our practices based on the situations we face, asking ourselves “what would Jesus do?”

Our core school values have been chosen to reflect some of the Christian values that are needed to fulfil our school vision statement, and provide a framework for how we conduct ourselves, both within and outside of school:

- **Service:** “Each of you should use whatever gift you have received to serve others, as faithful stewards of God’s grace in its various forms.” 1 Peter 10
- **Love:** “For God loved the world so much that he gave his only Son. God gave his Son so that whoever believes in him may not be lost, but have eternal life.” John 3:16
- **Perseverance:** “I can do all things through Him who strengthens me.” Philippians 4:13
- **Friendship:** “Encourage one another and build each other up.” 1 Thessalonians 5:11
- **Respect:** “Be devoted to one another in love. Honor one another above yourselves.” Romans 12:10
- **Kindness:** “Do to others as you would have them do to you.” Matthew 7.12

The **INTENT** of our RE Curriculum:

Introduction

In this Church of England Voluntary Aided School, the Governing Body as a whole is responsible for determining the nature of Religious Education. At Lancaster Christ Church School the Religious Education provided conforms to the rites, practices and doctrines of the Church of England as laid down in the Trust Deed.

RE plays a major part in promoting the Christian aims, values and ethos of our school. Jesus is the very centre of our family at Lancaster Christ Church and we aim to be imitators of God – living our lives in the way we know He would want us to live them. This is reflected in our Mission Statement.

As a school we have adopted ‘Questful RE’, the syllabus produced by the Blackburn Diocesan Board of Education which reflects the National Framework for RE.

“The Blackburn Diocesan Board of Education believes that high-quality Religious Education (RE) is the key to enabling every child to flourish. Quality RE has the potential, more than any other subject, to have the most powerful and lasting effect on the child’s heart and mind. It is a subject that combines academic rigour with the development of the character and spirit of the child.”

(Blackburn Diocese Board of Education, 2026)

We supplement the Agreed Syllabus with materials from ‘Understanding Christianity’, which aims to:

- enable pupils to know about and understand Christianity as a living world faith, by exploring core theological concepts
- enable pupils to develop knowledge and skills in making sense of biblical texts and understanding their impact in the lives of Christians

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- develop pupils' abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief (particularly Christianity), of themselves, the world and human experience

Intent of Religious Education

The intent of Religious Education at our school is drawn from the National Society for Education's Statement of Entitlement of Religious Education for Church of England Schools. That is, that in a Church school, RE should enable pupils to:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

(RE statement of entitlement: The Church of England Education Office 2026)

The **IMPLIMENTATION** of our RE Curriculum:

Legal Basis of RE in the Curriculum

Every maintained school in England must provide a basic curriculum. This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents in accordance with Schedule 19 to the School Standards and Framework Act 1998.

The RE Curriculum

Our Religious Education curriculum maintains a balanced approach of learning about Religion and learning from Religion.

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 through His Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

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We learn from:

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the transforming power of Jesus Christ;
- developing a vision for life that transcends materialism and recognises the reality of the spiritual realm;
- understanding ourselves and others, celebrating our shared humanity and breadth of human achievement;
- examples of Christian living which give priority to the claims of justice, mercy, holiness and love.

“RE provides opportunities for spiritual development and personal reflection. On a quest to discover more about religion and world views pupils will discover more about themselves. As RE develops children’s knowledge and understanding of the nature of religion and belief, it provokes challenging questions about meaning and purpose, truth and values, identity and belonging. 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 these: –

- *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?*

Through an open investigative enquiry approach the pupils will be given the sense of being on a quest of discovery. A key feature of the syllabus is the large number of questions included in each unit. The purpose of these questions is to give pupils opportunity to investigate, reflect, evaluate and make meaning. 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. The questions set the route through the curriculum content.

*The curriculum content is a balance of the three essential disciplines of quality RE, **Theology**, **Philosophy** and **Human Social Science**. This means pupils will look at concepts through a theological lens, exploring what people of faith believe. Alongside this pupils will explore questions and answers raised in relation to the lived reality and impact of religion and world views on people’s lives. They will also think like philosophers, and be equipped with the skills that will enable them to make sense of life’s experiences.”*

(Blackburn Diocese Board of Education, 2026)

Programmes of Study and Planning

- The Programme of Study for RE will maintain a balance between Learning about Religions and Learning from Religions
- There will be clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus
- The Programme of Study will ensure that there is continuity and progression for pupils and opportunities for assessment in both Learning about Religions and Learning from Religions

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- A range of teaching and learning activities will ensure that pupils learn effectively and with interest
- RE will be taught as a discrete subject though cross-curricular links may be made as appropriate
- A range of visitors will be invited to support the teaching of RE, and where possible, there will be planned visits to places of worship
- In this school the faiths taught in RE at KS1 are Christianity, Islam and Judaism, and at KS2 Christianity, Sikhism, Islam, Buddhism and Hinduism.
- We aim to supplement weekly lessons with whole school RE theme days during the year, including our annual 'Multi-faith' week.

RE in The Foundation Stage

The Foundation Stage class use the Blackburn Diocesan Board of Education RE Syllabus which has specific units for Reception written in line with the Early Years Foundation Stage Statutory Framework.

While the statutory requirement for RE does not extend to children under compulsory school age, it can form a valuable part of the educational experience of children in the EYFS. It can contribute particularly to:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Understanding the World
- Expressive arts and Design.

The Programme of Study for the Foundation Stage in the Agreed Syllabus was written giving special attention to the Early Learning Goals and will contribute to children achieving them by the end of the Reception year.

Curriculum Time

The Foundation Stage and Key Stages 1 and 2 have allocated 10% of curriculum time to RE each week for the teaching of RE. This equates to around 1 hour per week in the Foundation Stage and key stage 1 and 1 hour and 10 minutes per week in key stage 2.

The units covered each year are set out in the Blackburn Diocesan Board of Education Agreed Syllabus. Approximately 60 – 70% of time given to Religious Education will be devoted to the teaching of Christianity, with aspects of other world faiths studied for the remaining 30 - 40% of curriculum time allocation. Christian teaching is also delivered in Collective Worship which takes place each day.

Recording of work in RE

Pupils will use a variety of means to record their work in RE. This may include written work, which is stored in their RE book, photographic evidence, stored electronically, or through art, which may be displayed in the classroom or in communal areas of school.

Each class teacher will be responsible for maintaining an RE Log Book, where teaching and learning

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in RE for the class can be stored in order to build up a picture of what RE looks like over time at Christ Church.

Marking and Feedback

Pupil's written work is marked in line with the school marking policy and uses 'next steps' to encourage pupils to think on a deeper level.

Staff have the highest expectations of the children in RE as with all other subjects in school. This ensures pupils are challenged and their knowledge deepened.

Cross Curricular Links

At Lancaster Christ Church we recognise that children learn best when they are able to make meaningful and relevant links between different areas of learning. Cross-curricular learning enables children to begin connecting new knowledge with existing knowledge, thus supporting it's transfer into long-term memory.

Teaching and Learning in RE particularly lends itself to cross-curricular learning relating to:

History:

During RE, children have the opportunity to develop their sense of chronology. They learn about key events in the Bible and identify where they 'fit' in relation to events with which they are already familiar.

Children learn about the relationships between different people and events in the Bible by sequencing them on timelines.

In RE, children have an opportunity to learn about different ways of life at different times.

Geography:

During RE, children are introduced to a range of places with which they may otherwise be unfamiliar.

Art and Design:

Art is often used in RE as a means of allowing children to visualise individual's perceptions of a specific event in the Bible. Children have the opportunity to produce creative work which explores their own ideas, as well as evaluating and analysing the existing works of others.

English:

Spoken Language:

During RE, children have the opportunity to participate in drama activities, learning how to adopt, create and sustain roles, as well and how to respond appropriately to others in role.

Through RE, children can be taught to understand and use the conventions required for discussion and debate.

Reading:

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During RE lessons, children have chance to hear stories and respond to what they have heard. They can participate in discussions about what they have heard or read, and expand their range of vocabulary, which can later be applied to their writing.

Writing:

RE gives children a context in which to apply skills that they have previously learnt by writing for a range of different purposes and different genres.

Spiritual, Moral, Social and Cultural Development:

"RE prepares children for citizenship in today's diverse society. It enables them to develop sensitivity to, and respect for others. Through authentic encounters with living faith communities, pupils will develop diversity dexterity and be equipped with the ability to hold an informed conversation about religious beliefs and practices."

(Blackburn Diocese Board of Education, 2026)

Within our Church School we nurture the whole child, focussing on:

- Spiritual development, which enriches and encourages the pupils' discovery of the reality of God and their relationship with Him;
- Moral development, which is based on the teachings of Jesus Christ, offering pupils a secure foundation on which to make decisions and build their lives;
- Social development, which enriches pupils' understanding of what it means to live as a member of a Christian community where Jesus's command to love one another is put into practice;
- Cultural development, which provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

Leadership and Management of RE

Role of the RE Subject Leader:

The RE subject leader will:

- demonstrate quality RE teaching
- regularly monitor the quality of RE teaching across the school
- formulate, implement and evaluate an annual action plan in relation to the development of RE
- liaise with the nominated governor for RE and report regularly to the governing body on progress and attainment in RE
- ensure that his/her subject knowledge and expertise are kept up to date by means of regular training
- ensure that staff receive adequate training in the teaching and assessment of RE
- support other staff in the planning and teaching of RE
- plan and organise the allocation and purchase of resources in accordance with the available budget
- regularly review and update the RE policy

Role of the Headteacher / Governing Body:

The Headteacher and Governing Body will ensure that:

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- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- where appropriate, pupils have opportunities to take courses leading to an accredited qualification in the subject
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- teachers are aware that they do not have to teach RE unless specifically appointed to do so
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress
- where there are insufficient teachers in a school who are prepared to teach RE, the headteacher ensures that pupils receive their entitlement to RE.

Inclusion

At our school we teach RE to all children. RE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our RE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and adapting teaching to meet the diverse needs of all children, whilst maintaining high expectations.

During RE lessons, teachers use formative assessment to continually check children's understanding so that they can adapt teaching as necessary to ensure that all children can access the same ambitious curriculum.

Adaptive teaching in RE may include:

- Pre teaching and targeted support to introduce key concepts to children who may find these challenging, prior to the lesson.
- Flexible grouping which is based on understanding at that moment.
- Adjusting explanations to re-explain concepts using different examples or visual aids.
- Encouraging self-directed learning to promote autonomy.

Continuity and Progression

At Lancaster Christ Church, we recognise that learning is a journey which should be developed over time. We have designed our curriculum so that new knowledge and skills build upon what has been taught before, and so that pupils can work towards clearly defined end points.

In RE, this means that:

- Opportunities for children to revisit previous learning are inbuilt into each lesson. This does not mean that children are constantly 'revising' what they have already done, but that they have the opportunity to make links to and expand upon prior learning through discussion, comparison and reflection.

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- Tasks are carefully matched to the Learning Objective in order to enable children to assess their own learning.
- Lessons are sequenced in order to enable children to deepen their knowledge and understanding. They are not a series of unrelated or 'standalone' activities.
- Teachers will use 'The Big Frieze' as a means of making children aware of the wider context of each of the concepts, units and texts studied during RE lessons. This helps children to build up a coherent understanding of the core concepts and the relationships between them.

The Learning Environment

A stimulating and encouraging learning environment tell pupils that they can expect to be challenged, engaged and inspired. At Christ Church the learning environment should:

- Communicate expectations by displaying high quality work in a way that makes it clear why it is high quality. (i.e. reflect a challenge met or an important skill mastered).
- Reflecting the variety of ways pupils can access good RE; through art, sculpture, poetry, extended writing, digital photography, etc.
- communicate the relevance of RE to our modern world.
- make use of a 'Big Questions' which show pupils that their searching questions are important, relevant and applicable to the whole curriculum.
- demonstrate that learning is a journey, which should be built upon and developed over time.

There is an expectation that within each class a copy of 'The Big Frieze' will be on display in a prominent position, and will be referred to regularly in order to develop children's understanding of the core concepts and the relationships between them.

Resources

Resources are managed by the RE Subject Leader and are audited regularly.

The resources are kept centrally in the staff room to allow easy access by staff. A class set of Bibles are kept in the large cupboards in the staff room.

The library houses books for children's use which relate to various religious beliefs and practices.

Parental Rights to Withdrawal

Parents have the right to choose whether or not to withdraw their child from RE without influence from the school, although a school should ensure parents or carers are informed of this right and are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.

Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated.

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.

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The Worship and Religious Education provided by our 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 our school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or RE (as parents are legally entitled to do) cannot insulate pupils from the religious life of our school. Jesus is the centre of our life in school and is therefore at the heart of everything we do.

Assessment and Record Keeping

The assessment and expectations of RE in the Blackburn Diocesan syllabus are based on the Ladder of Expectation and Achievement. The Ladder is used as a guide in the setting of tasks together with the suggestions indicated on the Diocesan Syllabus unit sheets. Included in the syllabus are guidelines as to the expectations of experiences and knowledge and understanding gained by end of Key Stages 1 and 2. National guidelines are also provided in the Syllabus.

It is acknowledged that some activities are difficult to level because they are linked with the child's personal spiritual development such as the writing of prayers or activities which creative.

Evidence of teaching and learning in RE is collected in the following ways:

- Class RE Log Book containing for example: brief summaries of discussions, photographs of role play, samples of work, things that have interested them. The Log is passed up through the school with the class so they gather a record of their learning journey in RE. It also serves as a working document that can be shared beyond the classroom for example: with staff, governors, parents and inspectors.
- Photographs of displays
- Records of RE subject leader's monitoring
- Teacher's unit plan assessments

Monitoring and Reporting

RE will be monitored throughout the school by RE Subject Leader who will be responsible for gathering samples of curriculum work. The monitoring of RE may involve collaboration between:

- The RE Subject Leader and the Headteacher
- The RE Subject Leader and Key Stage Leaders
- Teaching staff
- The RE Subject Leader and RE Subject Leaders in other local schools

The RE Subject Leader will also monitor RE books and RE Logs to ensure that the Agreed Syllabus is being effectively taught and matched to the needs and abilities of all pupils.

Lessons will also be monitored to help promote quality of learning and standards of achievement in RE and to ensure good practice is shared.

The provision for RE in school will be regularly evaluated by the Headteacher, Staff, Pupils and Governors.

RE will be reported upon at least annually to governors by means of report from the Subject Leader and from the nominated governor for RE.

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Monitoring the **IMPACT** of our RE Curriculum

Pupil progress and attainment in RE will be tracked and recorded half termly after each unit, and the school will keep an up to date record of evidence to support assessment data.

This data will be compiled by the RE Subject Leader and regularly scrutinised so that they have an accurate picture of what children's attainment in RE looks like across the school. The RE Subject Leader will disseminate this information to other staff, as well as using it to formulate actions for improvement in relation to their Subject Action Plan.

Progress in RE will form part of pupils' annual report to parents.

Related Documents

- Religious education in English schools: non-statutory guidance (2010): Department for Education
- Understanding Christianity (2016): RE Today
- RE Syllabus for Church Schools, 2007, Blackburn Diocese

This policy was agreed by the Standards Committee of Lancaster Christ Church Church of England Primary School on: 24th February 2026.

The scheduled review date of this policy is: February 2029.

Signed:

(On behalf of the Governing Body)

Date:

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REVIEW

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	February 2020
2	amendment in light of new EYFS Framework	September 2021
3	- Update to 'Intent of Religious Education' section - Removal of 'Religious Education and Every Child Matters' section - Amendment to 'Assessment and Record Keeping' section	January 2023
4	Full review	February 2026

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