Burscough Bridge Methodist Primary School

RE Policy

Mission Statement

‘Let Your Light shine to all’ (John Wesley)

Through exciting opportunities in lessons and the wider curriculum our children become well rounded, caring changemakers in our world. Each child is at the heart of all we do to ensure they become the best they can be and are meant to be.

Vision

As a truly distinctive Methodist school our vision is to be a Welcoming, Worshipping, Witnessing presence in the village and the community. At Burscough Bridge children thrive, emotionally, spiritually and academically to be the person God intended them to be; a school that the Methodist Church and the local community can take great pride through.

This policy has been adopted by the Governors in consultation with the Head teacher, RE subject leader and staff. It was approved by The Foundation Governors.

The context of RE

As a voluntary controlled school Religious Education is taught in accordance with the Lancashire Agreed Syllabus 'Searching for Meaning'. This is an ambitious curriculum and outlines the curriculum intent and methods of implementation that will enable all pupils to achieve well and attain high level outcomes by the end of each key stage. The curriculum is taught from Reception to Y6 and reflects the fact that religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religious traditions represented in Great Britain.

The syllabus aims to support pupil's personal search for meaning as they explore what it means to be human. It follows the Lancashire' Field of Enquiry' medium term planning model, but also specifies knowledge and skills which build towards clear goals at the end of each key stage. This ensures that the curriculum is progressive, clearly sequenced and suitably ambitious. It is rooted in disciplinary knowledge based in theology, social sciences and philosophy.

We recognise the variety of religious and non-religious backgrounds from which our pupils come. The taught syllabus is not designed to convert pupils, or to promote a particular religion or religious belief. As a school we maintain that teaching about religions and worldviews should be sufficiently fair, balanced and open. We aim to promote mutual respect and understanding, whilst not undermining or ignoring the role of families and religious or belief organisations in transmitting values to successive generations.

Purpose and Aims of Religious Education

We believe that studying religious and non-religious worldviews is essential if pupils are to be well prepared for life in our increasingly diverse society. Pupils need to acquire the necessary knowledge and skills to make sense of the complex world in which they live so that they can 'respect religious and cultural differences and contribute to a cohesive and compassionate society' (RE Review 2013).

Religious Education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. Pupils learn to weigh up the value of wisdom from different sources, to develop and express insights in response, and to agree or disagree respectfully.

Pupils are encouraged to articulate clearly and coherently their personal beliefs, ideas, values and experiences so that they can hold balanced and well informed conversations about religions and worldviews whilst respecting the views of others.

Our curriculum for Religious Education aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:
- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;

- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
- appreciate and evaluate the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
- appreciate and appraise varied dimensions of religion or a worldview.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Curriculum Implementation

The longer-term curriculum map links together over time ensuring knowledge and skills are taught progressively as part of a spiral curriculum. This helps pupils learn more and remember more over time. The whole school curriculum map ensures that Christianity is the main religion taught. The other major religious traditions of Great Britain (Islam, Hinduism, Judaism, Sikhism and Buddhism) are studied across the key stages. Hindu dharma and Islam are taught throughout all key stages. As a Methodist school all classes learn about John Wesley and the Methodist religion at the beginning of each term and how this relates to our school and their lives.

Our curriculum is planned over a two-year cycle with the exception of the Early Years Foundation Stage. In the Reception class children learn about Special places, Special stories and Special times relating to their lived experiences. These three areas are taught throughout the three school terms.

In all year groups, children follow four key lines of enquiry throughout the school year with key questions to investigate. Each unit often starts with Shared Human Experiences which relates to the children's lived experiences giving the children the opportunity to be involved with selecting questions to explore. Living Religious traditions, Beliefs and Values and the Search for Personal Meaning (the sense of personal meaning for every child). The key lines of enquiry drive forward knowledge linked to theology, social sciences and philosophy.

Clearly structured Religious Education lessons are taught weekly throughout all classes, this drives forward key knowledge and skills. Teachers give clear instruction and model to introduce key learning using a variety of questioning techniques to stimulate discussion, promote enquiry, deepen learning and support assessment. Lessons are an opportunity for Opportunities for discussion and reflection to develop personal meaning and time is given for consideration of deep learning around ' bigger questions. Teaching is adapted to meet the needs of SEND pupils or who require additional support or challenge.

We aim to enhance our delivery of religious education by inviting visitors into school and using engaging resources and artefacts.

Teachers have access to guidance and support materials for the scheme of work, the SACRE website and professional development through NATRE and MAST training

Assessment recording and reporting

Children's work is recorded in floor books and these floor book follow the children through their journey in the school. They are added to the class library for children to revisit in lessons or in Library time. The majority of learning is through discussions, however work in floor books will have a learning objective and related work will demonstrate achievements. Formative assessment informs day to day planning.

Age related expectations are identified in the knowledge and progression grids. Teacher form their summative assessment judgements for RE at the end of each term. There are clear end points at the end of each key stage and summative judgements are reported to parents (in a report at the end of the school year) SACRE, The Methodist Church, and the school Governors.

The Religious Education section of the school website has a range of information for all stakeholders and interested parties. For example, the planning cycle, overview, key skills and end of year expectations.

Equal Opportunities

Religious Education is taught in accordance with our school's Equality Opportunity Policy. Stereotypes are avoided. Attempts are made to ensure that examples of religious figures reflect all aspects of diversity within society.

Pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

The RE curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development and awareness of Prevent and British values.

Links with other subjects

Although Religious Education is taught as a separate subject discipline, opportunities arise in lessons for children to apply skills from other subject areas. For example in English, art, drama, computing, technology. This ensures that the curriculum is taught in a creative and engaging manner as well as being knowledge rich and ambitious.

Monitoring & Evaluation

Standard self-evaluation procedures are used to monitor and evaluate pupil achievement, the quality of teaching and the effectiveness of curriculum provision in Religious Education.

The subject leader will maintain a clear overview of the intent, implementation and impact of Religious Education through planned monitoring tasks included with the school's overall monitoring schedule. This might involve reporting to senior teachers and Governors to support their evaluation and contributing to the school's 'self-evaluation' in preparation for the next Ofsted inspection.

It is the statutory duty of the governing body to ensure that:

- Religious Education is included in the basic curriculum and that the school meets its statutory duties.
- Sufficient time and resources are devoted to Religious Education to provide a curriculum of quality.

Withdrawal

We note the Human Right of parents to withdraw their children from Religious Education and of teachers to withdraw from teaching the subject. We aim to provide an open curriculum which can be taught to all pupils, by all staff.
Teachers are asked to refer to the head teacher 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.
Our full guidance on withdrawal can be found on the school website.

Visitors and visits to places of worship

We enrich the curriculum by organising visits to places of worship in the immediate vicinity of the school. Faith leaders and other members of the community are also invited when appropriate to contribute to learning in the classroom as an additional valued resource.
Guidance on visits and visitors can be found in the school's visitor policy.
The RE subject leader supports class teachers to organise these educational visits.

Review

RE Link Governor: Mrs P Robinson
Named RE subject leader: Mrs L Tyrer
Headteacher: Mrs L Tyrer
Date: Autumn Term 2026
Date for review: Autumn Term 2027