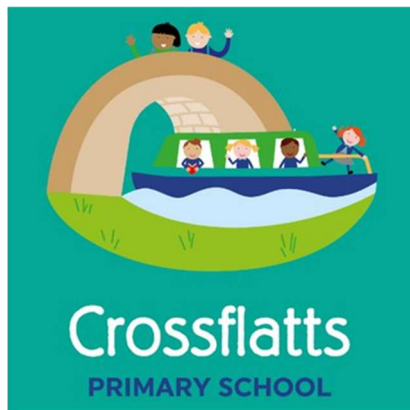


Our Vision and Values

'Come as you are and leave at your best'

'We are a family, who learn how to flourish and then fly high.'



RE Policy

Date policy last reviewed: 16/07/2026

Reviewed by: Nicola Bennett & Mary Morgan

Signed by:

Nicola Bennett

Headteacher

Date: 16-07-2026

Mary Morgan

Chair of governors

Date: 16-07-2026

Next review date: July 2029

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Intent

Religious Education (RE) is a compulsory subject and a statutory requirement of the National Curriculum. It can provide the foundation for many people's lives and promote acceptance and understanding of different beliefs.

Through the teaching of RE, we aim to promote the spiritual, moral and cultural development of all pupils. Alongside this, children may develop a perception of themselves within their community.

Our RE syllabus is in line with the Bradford Agreed syllabus for Religious Education.

At Crossflatts Primary School we enable children to develop a sound knowledge of the six major religions (Christianity, Islam, Sikhism, Judaism, Buddhism and Hinduism), with an emphasis placed on Christianity and Islam which will be studied in greater depth.

Both religious and nonreligious world views are studied.

Children reflect on what it means to have a faith and may develop their own spiritual knowledge and understanding.

We help children learn from religions as well as about religions. The children show respect towards other cultures by welcoming differences and are accepting of others, therefore being responsible members of the wider world.

1. Aims

RE is an important part of the school curriculum and is taught relevant to the child's stage of development and experience.

The overall aims should enable children to:

- **Develop conceptual understanding of religion, religious beliefs and practices** – in order that they can begin to engage in informed reflection and discussion about religions and religion.
- **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 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.
- **Foster sensitivity and respect towards others**- in order to play a responsible part in our community and wider world in order to make meaningful connections and contributions.

2. Objectives

- Children will learn about religions and religion – to ensure that RE provides breadth and balance in both content and approaches to learning so that they become religiously literate.
- Children will learn from religions and religion – to ensure that they are able to:
 - a) create meaning, find relevance and develop personally from their engagement with RE;
 - b) explore human experience and questions by addressing values, ultimate questions and fundamental concerns about themselves and the world in which they live.
- We provide opportunities for children of all abilities to develop their skills and knowledge in each unit. The planned progression built into the syllabus offers the children an increasing challenge as they move through the school. KS2 builds upon KS1. In addition, certain skills and attitudes are encouraged e.g. learning to respect the beliefs of others, asking questions and listening to others, personal reflection on life and its values.
- Children with Special Educational Needs (SEN) will access the RE study units at their own level by beginning with where the children are and developing their skills, knowledge and understanding at a rate that is challenging but appropriate for the individual child.
- The teaching and learning strategies within RE lessons will vary to ensure that our curriculum is exciting and engaging. Learning in RE takes place in many ways- through art, music, reflection, stories, ICT, writing, drama, artefacts and being outdoors.
- Teachers should ensure that their children have opportunities to encounter religions, faith and commitment through visits and visitors.
- The children may use ICT to research and present their work. This will require discernment in their use of sources.

3. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act 1998

This policy has been created with regard to the following statutory guidance:

- DfE (2024) 'Statutory framework for the early years foundation stage'
- DfE 'Religious education in English schools: Non-statutory guidance 2010'

This policy has been created in conjunction with the following school policies:

- British Values Policy
- Equality, Equity, Diversity and Inclusion Policy

4. Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, sharing curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising and managing resources and carrying out an annual audit of all related resources.
- Purchasing further resources when required.
- Communicating developments in the subject to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring staff CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.
- Reviewing and updating long-term and medium-term lesson plans on an annual basis, and communicating these to teachers prior to the start of a new term.

Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus of the LA.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus of the LA.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.
- Reviewing and updating short-term lesson plans, building on the medium-term lesson plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

The SENCO is responsible for:

- Organising and providing training for staff regarding the RE curriculum for pupils with SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of learning objectives in pupils' individual education plans.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

5. Curriculum

At Crossflatts Primary School the RE curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for Citizenship and forms part of the Character and Culture Compass.

Our school RE curriculum follows the Bradford Agreed syllabus for Religious Education 2019-2024.

Our whole-school overview for RE has been written to reflect different progressive key questions per year group.

Objectives have been carefully selected to ensure that each unit builds upon learning taught in previous years as the children's knowledge progresses.

This documentation reflects the fact that RE in Great Britain takes account of the teachings and practices of the world's major religions and world views, with emphasis placed upon Christianity and Islam.

We enrich our RE curriculum through trips to places of worship as well as school visits from members of differing religions to hold engaging, creative workshops. These take place throughout the year and are run by Bradford Interfaith and Crossflatts Primary School. We also have links with local Churches and visit them regularly to learn about and take part in Christian festivals and celebrations.

6. Reflection Time (Collective Worship)

Every day, children are given the opportunity to reflect meaningfully to develop their beliefs and values. This can be done as in Key Stage groups or within individual classes. Different strategies are used to enable children to reflect for example, through music and poetry, stories, hymns, prayer, meditation, video clips, a moment of silence, lighting a candle or writing down thoughts. Reflecting in this way can enhance children's spiritual, moral, social and cultural awareness as well as helping them to understand their own thoughts, feelings and emotions.

Parents may request that their child is withdrawn from RE. Where parents are wishing to exercise this right, the Governing Body would first suggest that the parents first meet with the Headteacher to discuss their concerns.

7. Teaching and learning

We base our teaching and learning style in RE on the key principle that good teaching allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover etc. to develop their religious thinking. We organise visits to local places of worship and invite representatives of local religious groups to come into school and talk to the children.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups on topics such as rites of passage or festivals. Children discuss religious and moral issues using computers and working individually or in groups. Sometimes they prepare presentations and share these with other members of the school in assemblies.

We recognise the fact that all classes in our school have children of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- ensuring that lessons are varied and creative to give each child the opportunity to use their talents and skills;
- providing resources of different complexity, adapted to the ability of the child;
- using varied levels of adult support to support the work of individuals or groups of children.

8. Planning

We plan our RE curriculum from our whole-school overview, producing more detailed medium-term plans. We have a spiral curriculum to ensure that the topics studied in RE build upon prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the planned progression built into our planning offers the children an increasing challenge as they move through school.

We carry out the curriculum planning in RE in three phases (long term, medium term and short-term).

The long-term plan maps the RE topics studied in each term.

Our medium-term plans give details of each unit of work for each term. The RE subject leader keeps and reviews these plans on a regular basis. By so doing, we ensure that children have complete coverage of the agreed syllabus.

The class teacher then plans for each lesson and lists the specific learning objectives for that lesson. This can be discussed with the RE subject leader.

Our whole-school overview for RE outlines the topics that should be taught per half-term for each year group with the relevant objectives from the Bradford Syllabus with links that can be made with the six major religions and world views, links with the study of British Values and trips and visits that will take place (see long term RE plan on website).

9. EYFS

All children in the EYFS will be taught RE as an integral part of their learning, in line with the following Early Learning Goals:

- Personal, social and emotional development
- Understanding the world

All children will encounter religions and world-views through multiple methods of play based teaching, e.g. books, educational visits, outdoor play and storytelling. Early years

learning environments should feature RE scenarios based on experience in the real world, such as in role play.

All children will reflect on their feelings and experiences.

Teachers will encourage imaginative play and curiosity in children.

All RE teaching and learning will have regard to the most up-to-date version of the DfE's [EYFS framework](#).

10. Contribution of RE to the teaching of other subjects

English

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. We encourage children to write stories or record information in a variety of ways and to enhance their speaking and listening skills through debate.

Computing

We use ICT where appropriate in RE. For example, as a research tool or using text and graphics programmes to present their work in a different way.

Personal, social and health education (PSHE) and Citizenship

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs (Key stage 2) and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society. We also teach and promote British Values through RE. At Crossflatts, these are reinforced in the following ways: democracy, the rule of law, individual liberty, mutual respect and tolerance.

Spiritual, moral, social and cultural development

Through teaching RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

11. Equal Opportunities

All pupils will have equal access to the RE curriculum.

Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

The school's Equality, Equity, Diversity and Inclusion Policy will be adhered to at all times.

When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.

Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

In order to ensure that children with special educational needs achieve to the best of their ability, it may be necessary to adapt the delivery of the curriculum for some pupils. We teach the RE curriculum to all children, whatever their ability. Through the teaching of RE we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where appropriate we may support SEN children in small groups or on a one to one basis.

12. Assessment

Assessing RE is an integral part of teaching and learning and central to good practice. It should be process orientated reviewing the way in which techniques and skills are applied purposefully by children to demonstrate their knowledge, understanding and skills that they have developed during a particular unit. As assessment is part of the learning process it is essential that children are closely involved.

Assessment can be broken down into;

- **Formative assessments** are carried out during and following short focused tasks and activities. They provide children and teaching staff the opportunity to reflect on their learning in the context of the agreed success criteria. This feeds into planning for the next lesson or activity.
- **Summative assessment** should review children's capability and provide a best fit level. Use of independent open ended tasks, provide opportunities for children to demonstrate capability in relation to the term's work. There should be an opportunity for children to review and identify next steps. Summative assessment should be recorded for all children showing whether they have met, exceeded or not achieved the learning objectives at the end of each term. All teachers record summative assessments where the subject leader can see progress in RE across the whole school. Teachers will use assessments to form a judgement as to whether each child has learned all of the content included in their curriculum. Evidence of work will be highlighted in children's books, on photographs, videos

and notes on discussions with children etc. This will demonstrate achievement of particular objectives.

13. Resources

Resources are stored in the staff room. There is a separate box of religious artefacts for each religion. Books, posters and other resources are stored in this cupboard. Each year group has a number of R.E. topic books relevant to the religions and topics they cover. In addition to our own resources we subscribe to the Interfaith Education Centre who loan materials to support the study units of the Agreed Syllabus. Display working walls will be utilised and updated on a termly basis, in accordance with the topics being taught at the time. The Big Question will be displayed on these walls.

14. Monitoring and review

This policy will be monitored and reviewed on a 2 yearly basis by the subject leader.

The subject leader will review the teaching of RE in the school, ensuring that taught content adheres to the locally-agreed syllabus of the LA.

Any changes to the locally-agreed syllabus of the LA will be communicated to the headteacher.

Any changes to this policy will be communicated to all teaching staff.

Governor Involvement

The School Improvement Committee will meet with the RE leader at key points across the year to monitor this policy.

Agreed by the School Improvement Committee in: September 2024 (after the implementation of the new agreed syllabus)