

# Religious Education Policy



*At Bishop Martin, we INSPIRE and empower all members of our school community, providing the knowledge to enable everyone to thrive and flourish. Guided by our Christian Values, we are all determined to serve and lead the diverse world we live in treating everyone with compassion, dignity and respect. Hope and aspiration support all to grow and believe that  
“...with God all things are possible.”*

*Matthew 19:26*

## **Our Christian Values**

<b>Christian Values Year 1</b>	<b>Thankfulness</b>	<b>Trust</b>	<b>Perseverance</b>	<b>Justice</b>	<b>Service</b>	<b>Truthfulness</b>
<b>Christian Values Year 2</b>	<b>Generosity</b>	<b>Compassion</b>	<b>Courage</b>	<b>Forgiveness</b>	<b>Friendship</b>	<b>Respect</b>

At Bishop Martin CE Primary School, Religious Education is a core part of our INSPIRE curriculum and this supports the school's vision of inspiring and empowering all members of the community to thrive and flourish. Through the exploration of Christianity and other worldviews, pupils develop the knowledge, understanding and character needed to serve and lead within a diverse world, demonstrating compassion, dignity and respect towards others.

### **Intent of Religious Education**

At Bishop Martin Church of England Primary School, Religious Education reflects our Christian vision and values. Through RE, we seek to inspire and empower pupils to develop a deepening knowledge and understanding of Christianity as a living, diverse and global faith, alongside learning about other principal world religions and worldviews represented within our multicultural society.

Our RE curriculum encourages pupils to develop self-awareness, respect, open-mindedness, appreciation and wonder. Through exploring big questions of meaning, purpose and belief, pupils are equipped with the wisdom, knowledge and skills to flourish as compassionate, responsible and informed members of society.

We provide opportunities for children to investigate, reflect, evaluate and make meaning from religious and non-religious worldviews, helping them understand themselves, others and the wider world.

### **Aims of Religious Education**

Religious Education at Bishop Martin CE Primary School aims to:

- Know about and understand Christianity as a diverse global living faith through the exploration of core beliefs and engagement with biblical texts.
- Gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change.
- Engage with challenging questions of meaning, purpose, values and identity.
- Recognise the continuing influence of religion and belief on individuals, communities and cultures.
- Explore their own spiritual, moral and philosophical beliefs respectfully and thoughtfully.
- Develop religious literacy and the ability to engage in informed dialogue with people of all faiths and none.

At Bishop Martin CE Primary, our pupils are religiously literate and, as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of all faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions. 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 in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

We learn from:

- an empathetic response to the Christian faith and a critical engagement with it;
- responding personally to the stories and teachings of Jesus Christ;
- examples of Christian living which give priority to the values of unconditional love, forgiveness, reconciliation, justice, compassion and faith. Religious Education at Parish helps pupils to:
- reflect theologically and explore the ultimate questions and challenges of life in today's society;
- reflect critically on the truth claims of Christian belief;
- see how the truth of Christianity is relevant today;
- understand the challenge faced by Christians in today's pluralist and postmodern society;
- develop the skills to handle the Bible text;
- recognise that faith is based on commitment to a particular way of understanding God and the world;
- begin to develop their own commitments, beliefs and values;
- develop a sense of themselves as significant, unique and precious;
- experience the breadth and variety of the Christian community;
- engage in thoughtful dialogue with other faiths and traditions;
- become active citizens, serving their neighbour;
- find a reason for hope in a troubled world;
- Understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.;

### **Impact**

By the time pupils leave Bishop Martin CE Primary School, they will be able to:

- Give a thoughtful and age-appropriate account of Christianity as a living faith.
- Demonstrate knowledge and understanding of a range of religions and worldviews.
- Show respect and understanding towards people of different faiths and beliefs.
- Engage in meaningful discussion about religious, spiritual and ethical questions.
- Reflect critically on their own values and beliefs.
- Apply Christian values such as compassion, forgiveness, justice, service and respect in their daily lives.

### **Allocation within the Curriculum**

At Bishop Martin Church of England Primary School, RE lies at the very heart of the curriculum:



- We use Questful RE and have incorporated the Understanding Christianity Resource Pack to support the teaching of Christianity.

- At least 5% of curriculum time must be devoted to RE.
- Appropriate teaching about other faiths and world views is included and planned for the first half term of the school's academic year. Respect for the great world faiths is fostered in RE within our Church School.

## Planning / Teaching and Learning

We follow the Blackburn Diocesan Board of Education syllabus, Questful RE, which provides a structured and progressive scheme of work from EYFS to Year 6.

Long-Term Planning - The long-term planning (which can be found on the [RE page](#) on our school website) shows how the Diocesan Syllabus is distributed across the years of Key Stages to promote curriculum continuity and progress in children's learning.

 <span style="margin-left: 200px;">Religious Education</span> <span style="float: right;"></span>						
Long Term Plan 2025-26						
Year	Unit A	Unit B	Unit C	Unit D	Unit E	Unit f
<b>Christian Value</b>	<b>Thankfulness</b>	<b>Trust</b>	<b>Perseverance</b>	<b>Justice</b>	<b>Service</b>	<b>Truthfulness</b>
<b>Reception</b>	1. I am Special	2. Christmas	5. Stories Jesus Heard 6. Stories Jesus Told	7. Easter	8. Friendship	9. Special Places
<b>Year 1</b>	1.2 Creation World Faith – Judaism	1.3 Christmas	1.4 ~ Jesus was special	1.5 Jesus	1.9 My world, Jesus' world	1.7 Baptism
<b>Year 2</b>	2.5 – The Church World Faith – Hinduism	2.7 – Christmas	2.3 - Jesus	2.4 - Easter	2.6 - Ascension and Pentecost	2.1 - The Bible
<b>Year 3</b>	3.5 - Rules for Living World Faith - Islam	3.2 - Christmas	3.3 - Jesus	3.4 - Easter	3.1 - Called by God	S7 – Change the World
<b>Year 4</b>	4.1 - David & the Psalms World Faith - Sikhism	4.2 - Christmas	4.3 - Jesus	4.4 - Easter	4.5 - The Church	4.6 - Prayer
<b>Year 5</b>	5.1 - The Bible World Faith - Buddhism	5.2 - Christmas	5.3 - Jesus	Holy Communion Preparation 5.4 - Easter: Victory	5.8 - Daniel	5.5 - Old Testament Women
<b>Year 6</b>	6.1 - Life as a Journey World Faith - Hinduism	6.2 – Advent	6.7 - People of Faith	6.4 - Jesus	6.5 - Ascension & Pentecost	6.3 – The Exodus 6.6 Ideas about God

Short-Term Planning - Learning Objectives and child friendly 'I can' / 'I know' statements (outcomes) have been written for each year group. The objectives cover generally the contents of the units for the year group and can be obtained from the school website or the Religious Education Subject Leader. It is essential that the RE curriculum maintains a balanced approach of Learning about Religion and Learning from Religion

## Knowledge Organisers and Retrieval

A knowledge organiser is developed from the Long-Term Plan. These documents are the graphic representation of the key knowledge, vocabulary and images required to form a schema of learning for the particular unit of work.

Each knowledge organiser presents children, teachers and parents with the key knowledge needed for a particular area/aspect of RE. These knowledge organisers form the bedrock of the topic and are carefully constructed to build on prior knowledge and provide a schema for each unit of work. Each document also

provides teachers with the opportunity to quiz children regularly to ensure that key knowledge is retained in children's long-term memory.

Every RE lesson starts with a retrieval activity which means children have the opportunity to recall and present their learning to ensure it is committed to long-term memory. Knowledge organisers support the use of retrieval practice because they have been designed to be easily testable by removing key definitions or key words.

### **RE Books and Tapestry**

Each child (from Year 1 to Year 6) needs their own RE book (with a printed label and plastic cover) which should include a cover sheet for each new unit they study. Tapestry (EYFS) will contain evidence of pupils' discussions, comments and ideas, visits and visitors, photographs, group work and post it notes.

### **Floor Books**

Floor books will contain evidence of pupils' discussions, comments and ideas, visits and visitors, photographs, group work and post it notes. 'I can' and 'I know' statements can be used to annotate work in your class RE floor book.

### **Windows, Mirrors, Doors and Candle**

Regular use of '**Windows, Mirrors, Doors and Candle**' is an effective way to incorporate these types of questions in marking and feedback or as a specific lesson task. This also links to our approach to Spirituality and giving children time to reflect and be spiritual in our lessons.

#### **Teachers must remember to:**

- Give children quick feedback on attainment and effort throughout lessons
- Provide children with stepping stones on how they can improve further
- Mark the skills in RE and not the standard of presentation / literacy elements alone (however it must be evident in books and floor books that pupils can transfer their English skills effectively to produce quality RE work)

### **Resources**

Resources to support the teaching and learning of Christianity and other major world faiths can be found on SharePoint and on the Questful RE website.

## **British Values**

*Religious Education contributes significantly to the promotion of British Values through:*

- *Respect for democracy and individual liberty.*
- *Understanding the rule of law.*
- *Developing mutual respect and tolerance for those with different faiths and beliefs.*
- *Promoting equality, diversity and inclusion.*
- *Encouraging pupils to become responsible and active citizens within modern Britain.*

## **Inclusion and Equal Opportunities**

*All pupils, irrespective of faith background, ability, culture, ethnicity, gender or special educational needs, are entitled to access a rich and engaging RE curriculum.*

*Adaptive teaching strategies are used to ensure all pupils can participate fully and make progress. RE provides opportunities for every child to explore questions of meaning and belief while developing respect for diversity and difference.*

*The Agreed Syllabus is taught to pupils with SEND as far as is practicable, ensuring meaningful inclusion for all learners.*

## **Withdrawal from Religious Education Lessons**

*The Worship and Religious Education provided by the 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 the school as a whole reflects the Church of England ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life from the school.*