



Walmsley C of E Primary School

RE Statement

Date of Issue: July 25

Next Review Date: September 2027

Policy Cover Note

Title of the Policy	Policy
Summary/Reason for bringing to Governing Board for Approval	
Statutory Requirement	Yes/No
Decisions to be made / recommendation on options	
Name of the author	R Cahill
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Policy/Procedure to be published on the school website	Yes/No
Amendments/Updates	Assessment Removed portfolio section from coordinator role

Walmsley Church of England School

In our school our Christian vision shapes all we do. Guided by God, we will provide rich, memorable learning experiences which will build character in each individual child.

We will ensure that all children are able to flourish and experience God's wonderful world in all its fullness.

Together as a family we aim to love, respect, aspire, trust, have hope and be resilient.

Our vision is inspired by the Parable of the Sower (Matthew 13:1-23). We believe, as Jesus taught, that our school prepares the soil (our children) using the tools of our Christian values led environment, worship, culture, aspiration and pastoral care through our carefully selected seeds (opportunities) in our learning opportunities, curriculum and the wider Walmsley Experience.

The growth of the seeds represents how well the soil (our children) have received, nurtured and flourished in our Walmsley family.

'Collective Worship in a Church school should enable every child and adult to flourish and to live life in all its fullness. (John 10:10). It will help educate for wisdom, knowledge and skills, hope and aspiration, dignity and respect, and developing community and understanding of living well together.

Statement of Intent

As a nurturing, Church of England Primary School, we recognise the core place that RE occupies in relation to our Christian distinctiveness. We are committed to the Christian values that develop a distinctive ethos underpinning the way in which we carry out our work and the way in which our children learn. We believe that we can inspire all members of our school community to achieve their full potential and recognise and respect the variety of religious and non-religious backgrounds that make up our school and community. We actively promote British Values, including respect for and tolerance of different faiths and beliefs.

At our school we aim to:

- Develop Christian values and principles.
- Help all members of our school community in achieving to their potential.
- Enable each child to develop an enquiring mind with the ability to question and discuss, so that they become independent, life-long learners.
- Understand how belief can be expressed in a variety of ways including art, dance, music, ritual celebration and in different cultural settings.
- Provide an environment which is dedicated to promoting high standards of achievement for all, together with a love of learning which will be life-long and achieved within a Christian context.
- Develop a sense of awe, wonder and mystery.
- Develop spiritually, morally, culturally and socially by helping them to reflect upon personal feelings, responses and relationships.

1.0 Introduction

1.1 Governors and Staff at Walmsley are committed to providing a safe and secure learning environment for all pupils and to apply all policies and strategies fairly to ensure that everyone in school is treated with respect and understanding and in compliance with all legislation and guidance.

1.2 The School's ethos as set by Governors and Staff is based upon the belief that pupils learn best in a safe and calm environment that is free from disruption and in which education is the primary focus; in applying a strategy for application of this policy this has been paramount. Good behaviour is the key to this ethos and the values of

- respecting each other,
- creating a culture where all members of the school community, whatever their background, disability, ethnicity, gender, identity, nationality, religion, or sexual orientation are treated with dignity and respect as people created in the image of God.
- an educational learning environment.
- knowing how actions may impact or affect another person. They permeate the whole school environment, not only in the playground, corridors, and classrooms but also beyond the school's premises/site.

1.3 This policy is compliant with guidance provided by the Department for Education, the Manchester Diocese and Bolton Council as the Local Education Authority.

1.4 The review dates of the Policy and Strategy are set out on the front cover of this document.

1.5 This policy should be read in conjunction with the Collective Worship Policy, the Policy for Behaviour and Pastoral Care and the SMSC Policy.

2.0 Rationale

2.1 This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education at Walmsley C of E Primary School. It is upheld by the Mission Statement and the aims of Walmsley C of E Primary School

2.2 This policy will be reviewed in September 2026.

2.3 Religious Education is the aspect of the curriculum concerned with the development of Religious knowledge, understanding and empathy. RE makes a significant contribution to pupils' Spiritual, Moral Social and Cultural development. Spiritual development within RE in a Church School enriches and encourages the pupils' discovery of God the creator, of their 'inmost being' and of the wonder of the environment. Moral development is based on the teachings of Jesus Christ, which

offer pupils a secure foundation stone on which to make decisions and build their lives. Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice. Cultural development 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.

3.0 Aims

R.E is important because:

3.1 Religious Education should be a pleasurable activity which can provide challenge and fulfilment throughout life.

3.2 R.E is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in the Diocesan Framework.

4.0 Strategies for the Teaching of Religious Education

4.1 It is essential that the Religious Education curriculum maintains a balanced approach of Learning about Religion and Learning from Religion. This can be expressed distinctively as:

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

Learning from Religion: 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.

4.2 The R.E curriculum is organised on a subject basis outside the main topic framework of the curriculum. R.E is a firmly timetabled element of the curriculum because of its importance and the need to ensure its place under pressure from other subjects. R.E is taught throughout the school year but not all areas of activity are covered each term.

4.3 At least 5% of curriculum time is devoted to RE per week. This equates to 36hrs in KS1 and 45hrs in KS2 over the year.

4.4 Classes will endeavour to have some dedicated display space given over to work done in R.E for the majority of the year, this may be within the class or in one of the public areas.

4.5 The predominant mode of working in R.E is class teaching although individual work and co-operative group work are used where appropriate. Within this structure, groups are usually of mixed ability and relevant discussion is encouraged.

4.6 There is no specialist teaching in R.E, it is taught by class teachers.

4.7 R.E lessons may be taught as one off lessons but is also taught as part of other lessons such as Literacy, Topic and PHSE. These cross-curricular links embed the R.E theme into all areas of learning.

4.8 Christianity plays a central role in RE with 80% of teaching time focussed on Christianity.

4.8 Appropriate teaching about other faiths and world views is included in the R.E scheme of work with 20% of teaching time focussing on non- Christian Faiths.

5.0 Schemes of Work

5.1 The scheme of work for R.E was developed using the Diocesan framework Understanding Christianity and following The Manchester Diocesan scheme of work. NATRE/RE Today resources are used to support the implementation of this.

5.2 Throughout each aspect of RE education, pupils are encouraged to ask questions and be on a *quest* to discover more about themselves, others, the world and God.

5.3 It is entirely appropriate and necessary in today's world that children should be encouraged to foster a respect for the followers of the other world faiths. The World Religions covered at Walmsley C of E Primary School are: Islam, Hinduism and Judaism. It is essential that this respect is based on an accurate and sympathetic understanding of those faiths. Therefore RE at Walmsley C of E Primary School also helps pupils to:

- learn about other faiths, their beliefs, traditions and practices and from them through encounter and dialogue;
- recognise and respect those of all faiths in their search for God;
- recognise areas of common belief and practice between different faiths;
- enrich and expand their understanding of truth while remaining faithful to their own tradition;
- enrich their own faith through examples of holy living in other traditions.

6.0 Strategies for Ensuring Progress and Continuity

6.1 Planning in R.E is a process in which all teachers are involved, wherein the foundation for curricular planning is the School Development Plan, developed through a process between Staff and Governors.

6.2 The scheme of work for Religious Education is developed from the Diocesan Scheme.

6.3 The scheme of work provides detailed Unit Plans that expand the school's medium and long term planning.

7.0 The Role of the R.E Co-ordinator

7.1 Take the lead in policy development and the review of schemes of work designed to ensure progression and continuity in Religious Education throughout the school.

7.2 Support colleagues in their development of detailed work plans and the implementation of the scheme of work and in assessment and record-keeping activities.

7.3 Monitor progress in Religious Education and advise the Head Teacher on action needed.

7.2 Take responsibility for the purchase and organisation of central resources for Religious Education.

7.3 Keep up-to-date with developments in Religious Education and disseminate information to colleagues as appropriate.

7.4 The RE/SLT Co-ordinator will carry out an RE book/work scrutiny across the school regularly and will observe the teaching of RE in different year groups across the school. Each class will have a RE worship book that collates children's thoughts, ideas and work from RE lessons and collective worship.

8.0 Feedback to Pupils

8.1 Feedback to pupils about their own progress in Religious Education is achieved through discussion between child and teacher in the context of the RE lesson and through the marking of work.

9.0 R.E and Inclusion (including children with SEN)

9.1 All children in our school are taught R.E whatever their age, ability or individual learning needs. R.E forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our R.E teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those children with special educational needs, those with disabilities, those with special talents and those learning English as a second language, taking all reasonable steps to achieve this.

11.0 Out of School Learning

11.1 At Walmsley C of E Primary School, we have strong links with our church Christchurch Walmsley. The whole school visits church for special celebrations and a church worship is held weekly in the school hall.

11.2 Our Clergy leaders are regular visitors to our school.

11.3 Our children are encouraged to go to church outside of school and we have strong links with outside religious agencies such as: Brownies, Guides, Cubs and Beavers.

11.4 Advertisements for Walmsley School events are also featured in the monthly parish magazine written by the church.

11.5 Links with other agencies enrich the R.E curriculum. These include:

- Participation with other Primary Schools
- Visits from, and liaison with members of the clergy and other Religious bodies. Also liaison with LEA R.E advisors.
- Visits to and liaison with places of worship both Christian and non-Christian.

12.0 Parental Rights of Withdrawal from the RE Curriculum

The Worship and Religious Education provided by Walmsley C of E Primary School is in accordance with the Church of England. 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 of the school.

13.0 Assessment in R.E

In RE, by the end of each key stage, pupils are expected to know, understand and apply the concepts, skills and processes specified in the relevant Programme of study. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the Programme of study.

The assessment in Walmsley syllabus is related to end of phase outcomes.

14.0 Strategies for Recording and Reporting

Reporting to parents is done on a yearly basis through interviews and annually through a written report.