

# WESTFIELD COMMUNITY SCHOOL



# RE

# Policy

October 2025

## **Religious Education Policy**

“Religious Education makes a Significant contribution to a student’s social, moral, spiritual and cultural development.”

(Director of Young People’s Services June 2007)

### **Introduction**

It is intended that this policy gives a clear outline to the place and nature of Religious Education at Westfield Community School.

Religious Education forms an essential element and balanced curriculum to which children at Westfield are entitled. Religious Education involves the exploration of fundamental questions concerning human experience and spirituality and the attribution of meaning to such experience within personal belief and religious tradition. At Westfield, Religious Education will form a meaningful aspect of the child’s curriculum and will promote their social, moral, spiritual and cultural development.

We will follow Lancashire Agreed Syllabus for Religious Education, endeavouring to transform it into an exciting, meaningful and cross-curricular approach across the school. It is by no means a subject that should sit alone and through carefully planned cross curricular links Religious Education is a balance of ‘real life’ concepts and skills, knowledge and understanding, exploration and investigation into the world around them.

### **Aims and objectives**

The aim of Religious Education within school is to develop children’s explicit understanding of what religion is and to provide opportunities to develop their own implicit response to religion and how it affects their actions and beliefs. It needs to develop their awareness of the fundamental questions of life raised by human experiences.

We recognise that the experience of religion for the majority of children in Britain is Christian and therefore for most of our children Christianity will be a predominant religion studied. Children will also be taught about the beliefs and practices of other principal religions represented in Britain.

The objectives of our Religious Education are:

To assist pupils in their personal search for meaning and purpose in life through the exploration of human experiences which raise fundamental questions about beliefs and values.

To develop an awareness of self, others and of the world about us, through reflection on inner feelings, relationships with others and responses to the natural world.

To develop a capacity to explore questions of meaning and purpose concerning human nature and spirituality and an understanding of some religious responses to these questions.

To develop an understanding of how attitudes and behaviour are influenced by beliefs, values and commitments.

To develop knowledge and understanding of Christianity and other major religious traditions represented in contemporary Britain and the ways in which they approach or explain fundamental issues of life.

To allow children to form their own views and beliefs in an atmosphere of mutual respect for themselves and others both morally and socially.

## **Teaching and Learning Styles**

As with other subject areas within the school we will adopt a range of teaching and learning styles dependent on the task, subject material and ability of the children. The children will learn through whole class teaching, group work and individual activities. Embedded within this practice must be our own understanding of how children learn and the ways we support this. We will incorporate the use of role-play, discussion and hearing the views of others, drama, visits and visitors and will provide opportunities for the expression of personal experiences and beliefs.

## **Differentiation and Special Needs**

Religious Education will be planned to engage children through a range of differentiated activities suitable for those of different ages, abilities and backgrounds.

At Westfield we aim to teach a lively, stimulating Religious Education curriculum that meets all pupils learning needs including those with learning difficulties or who are gifted and talented, pupils for whom English is an additional language and pupils from a wide range of ethnic and diverse backgrounds.

## **Breadth and Balance**

Schemes of Work will be carefully planned to ensure balance between the implicit and explicit areas of Religious Education. The development of concepts and attitudes, as well as skills, knowledge and understanding will arise from the exploration of areas of human experience. Content will be selected and planned to ensure coverage of aspects of Christianity and other major religions represented in Britain.

Pupils will be engaged in a variety of activities which will be structured to allow opportunity for reflection, exploration of beliefs and values, questioning and enquiry, investigation and personal response. This will be reflected in appropriate teaching and learning styles. A wide range of approaches will be used to help pupils develop an awareness and understanding

of different religious beliefs and so that they may be encouraged, through questioning and reflection, to make a personal response (artefacts, music, visual art, photographs, creative, factual and reflective writing, drama and simulation, visits and discussion).

## **Cross Curricular Skills and Themes**

Religious Education has a fundamental part to play in promoting the Social, Moral, Spiritual and Cultural development of pupils and preparing them for the opportunities, responsibilities, and experiences of life. It makes a clear contribution to Personal and Social Education and often provides a natural focus for the crosscurricular issues of Equal Opportunities, Multicultural Education, Health, Environmental Education and Citizenship.

Religious Education can provide a structure within which pupils can explore concepts, values and attitudes both personally and within society.

## **Continuity and Progression**

In accordance with the Lancashire Agreed Syllabus for Religious Education, skills, knowledge, attitudes and key concepts, as defined in the implicit and explicit areas of RE, will be identified, consolidated and developed through Schemes of Work.

At Key Stage 1 children will study aspects of Christianity plus two other faiths, and at Key Stage 2 Christianity plus five other faiths.

The exploration of personal experience through reflection and enquiry will be fundamental to learning at Key Stage 1 and will be developed at Key Stage 2 as children develop a greater understanding of broader religious issues, beliefs and practices.

## **Assessment, Recording and Reporting**

In order to fulfil the aims and provide this support the RE syllabus which have been adopted takes on two attainment targets:

1. Learning about religion
2. Learning from religion

These two areas will be assessed, recorded and reported upon and although the latter is not always the easiest to assess children progress in working towards the two attainment targets will be tracked and is the responsibility of the class teacher.

## **Resources**

Religious Education will be funded within the school budget plan and will include resources for purchasing (artefacts, books, music, etc), funding for visits, and INSET for staff. Religious Education books are held centrally in the middle phase and cover Christianity, Judaism, Sikhism, Islam, Hinduism and Buddhism. A range of religious artefacts, music and photographs/posters is also stored centrally. Annual key stage/whole school audits are held to review the needs of Religious Education.

ICT is a valuable resource for RE and could include:

- Video conferencing to communicate and collaborate with individuals in different locations.
- Multimedia presentations
- Concept mapping software to organise thoughts and communicate knowledge and understanding
- Digital cameras and imaging software to bring authentic images into the classroom.

The community at large is another resource in terms of people and buildings to visit. As well as visitors that can form a valuable resource within classrooms.

## **Monitoring and Evaluation**

As part of the ongoing cycle of monitoring and observation across the school the RE coordinator will use various sources of information gathering to inform future developments and key priorities for the development of Religious Education at Westfield. Book scrutinies, evidence collection, lesson observations and planning scrutinies will form an ongoing cycle of audit, action, review and through this aim will provide the highest quality Religious Education across all year groups at Westfield.