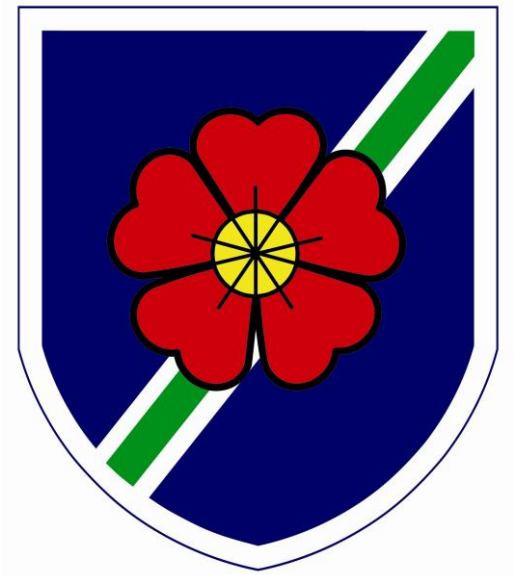
Greenmount Primary School



Policy for

Religious Education

Chronology:
This policy replaces the one agreed by the Governing Body on 10th February 2020.
This policy was updated by the Head Teacher on 29th July 2025 and is relevant for the academic year 2025 - 2026

Introduction

Religious Education (RE) is not a National Curriculum subject, but must be taught to all pupils as part of the Basic Curriculum. As RE is not nationally determined the Local Authority must provide an Agreed Syllabus for us to follow. It is this Bury Agreed Syllabus of Religious Education which we have used as the basis of our planning and delivery of RE.

Families who send their children to this school are from a range of faith backgrounds and many from non-religious backgrounds. RE is concerned with:

- Making sense of belief
- Understanding the impact of belief on faith adherents
- Making connections between our lives and the lives of others

It is not the practice of this school to preach to or convert the children. The faith background of both the staff and child's family is respected at all times.

Parents have a right to withdraw their children from Religious Education (RE). If a parent asks for their child to be wholly or partly excused from attending any RE lessons the school must comply unless the request is withdrawn. Any parent who wishes this must consult the head teacher. Teachers may also withdraw from the teaching of RE. In this instance, in discussion with the Head Teacher, they will be redeployed to teach an alternative class.

Aims

We believe at this school that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

Specifically, RE at our school aims to enable pupils of whatever ability and level of development to:

1. acquire and develop knowledge and understanding of principal world faiths practised in Great Britain. We focus on Christianity, Judaism, Hinduism and Islam;

2. understand that not all people have a religious faith or follow a particular religion; understand that this is a matter of personal decision;

3. develop an understanding of the influence of beliefs (religious and non-religious), values and traditions on individuals, communities, societies and cultures, including the local community;

4. develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions;

5. enhance their own **spiritual, moral, social and cultural** development by:

    a. developing awareness of the fundamental questions of life arising from human experiences, and how religious beliefs and practices can relate to them;

    b. responding to the fundamental questions of life in the light of their experience and with reference to religious beliefs and practices;

    c. reflecting on their own beliefs, values and experiences in the light of their study;

    d. expressing their own personal viewpoints in a thoughtful, reasoned and considerate way;

6. develop mutual respect for and tolerance of those with different faiths and beliefs (as part of the school's work on actively promoting British values).

Objectives

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. It

challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
Religious Education should encourage all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.

RE teaching specifically draws on the following:

1. visits and visitors; enabling children to see at first hand religious people, objects, symbols, places, events, stories and explore with people who have faith

2. role play; encouraging children to learn through familiar or unfamiliar settings and ask questions from their own encounters

3. artefacts; being able to explore items which are precious and/or used in religious worship, encouraging respect and questioning whilst deepening knowledge

4. parents; by valuing the family backgrounds of the children and making them part of the school community

The teaching of RE will involve some direct teaching and whole class, group, paired or individual activities. A range of teaching styles will be used including enquiry, exploration, discussion, asking and answering questions, artefacts, visits and faith visitors, pupils are actively engaged in learning.

Time Allocation
At KS1 we allocated 30 minutes per week to the teaching of RE. At KS2 this raises to between 45 minutes and an hour per week.

Planning
In order to ensure that our aims are met and the Programme of Study is covered at each key stage the school follows the Bury Agreed Syllabus for RE which builds-in coverage of and progression in both content and concepts.
Teachers can chose whether to teach RE on a weekly basis as a discrete subject, as part of their class topic or as a blocked unit at a particular point during the term or half term.
The allocation of units of work from the Bury Agreed Syllabus for RE is outlined in our overall curriculum plan (The Greenmount Curriculum) which is available to download from the "Learning" page of our school's website.
We aim to enhance our teaching of RE through regular visits to places of worship and visitors into school from faith adherents.

Cross Curricular Issues
RE teaching and learning will be the means to many wider cross-curricular themes and dimensions.

RE teaching is an integral part of our school's work on Promoting Fundamental British Values (further information can be found in our Greenmount Curriculum (available on the school's website).

There are clearly very special opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised and 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.

Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

Leadership and Management
There is a named subject leader for Religious Education.