



# Church Langton CE (Aided) Primary School

## Religious Education Policy

Adopted by the Governing Body: October 2025

Proposed Review: October 2027

Signed .....*C Joseph* .....1/10/2025.....  
Mr Craig Joseph, Chair of Governors

Reviewed

At Church Langton Church of England Primary School, we have seven core values:  
*Compassion, Endurance, Forgiveness, Friendship, Thankfulness, Trust, and Wisdom*

Our chosen biblical verse that underpins all that we do is from Proverbs 22:6 **“Teach children how they should live, and they will remember it all their lives.”**

We aim to ‘to nurture well rounded, confident, happy children by providing an environment to stimulate young minds academically, physically, socially and creatively and has Christian values at its heart.’

All stakeholders truly **care** about all we do, showing it through our **communication**, **appreciation**, **respect** and **engagement** and the additional value of kindness is particularly emphasised in all our work and we strive to ensure that all members of our school community treat each other as they wish to be treated themselves, our golden rule.

## Context

- As a Church Voluntary Aided School, Church Langton Primary School is a Church of England School within the State system.
- Christian worship and Religious Education are an integral part of the school's life. The children experience daily worship during our morning collective worship, our monthly Communion services, and services at St. Peter's Church to celebrate the main Christian festivals.
- The teaching of Christianity within our religious education lessons helps to create a Christian ethos which pervades the character and curriculum of the school.
- We have a strong understanding of how Religious Education (RE) can play a leading role in pupils' spiritual, moral, social and cultural development.
- We deliver Religious Education in line with the Leicestershire Agreed Syllabus 2021-2026 Diocesan guidelines.
- To achieve a balanced curriculum, however, we must recognise that, living near to one of the most culturally diverse cities in the country, we also have a responsibility to help children in our care to be aware of the importance of other world faiths. This helps them develop an understanding and sensitivity towards those of other faiths and cultures.

## Legal requirements

Religious Education (RE) at Church Langton Primary School will meet legal requirements because:

- Every pupil has an entitlement to RE.
- Its inclusion in the curriculum of all registered pupils. In primary school, this is a requirement for all pupils in Reception to Year 6.

- Reflecting the fact that religious traditions in Great Britain are in main Christian, while taking account of the teaching and practices of other principal religious traditions represented in Great Britain.
- Teaching RE in accordance with the Leicestershire Agreed Syllabus 2021-2026 Diocesan guidelines.

## **Aims and objectives**

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Church Langton Primary School we develop the children's knowledge and understanding of the major world faiths and Christianity as a global religion. We address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

The aims of Religious Education are to help children:

- develop knowledge and understanding of Christianity;
- develop an understanding of what it means to be committed to a religious tradition;
- to help children acquire a basic knowledge and respect for other major faiths in the UK.
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today.
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
- to help children recognise and appreciate that man has an innate spiritual dimension which may or may not be part of a formal religion.
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life.
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- to enable children to become aware of and accept that an effective and just society is based on socially acceptable spiritual, moral values.
- to develop in children an increasingly reflective and caring approach to life.
- develop investigative and research skills and to enable them to make reasoned judgements about religious issues.
- have respect for other peoples' views and to celebrate diversity in society.
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

## **Teaching and learning styles**

- We base our teaching and learning style in RE on the key principle that good teaching in RE allows children to both learn about religious traditions and 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 (we do not expect all children to complete all tasks).
  - providing resources of different complexity, adapted to the ability of the child.
  - Using classroom assistants to support the work of individuals or groups of children.

### **Curriculum planning in Religious Education**

In 2023/24 the school invested in the National Association of Teachers of Religious Education (NATRE) curriculum, to be used alongside the Leicestershire Agreed Syllabus (SACRE) Understanding Christianity.

We plan our religious education curriculum in accordance with the Diocesan Board's and the Understanding Christianity guidelines. We ensure that the topics studied in religious education 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 the scheme of work offers the children an increasing challenge as they move through the school.

Our comprehensive scheme of work provides thorough lesson plans for teachers to read and adapt to meet the needs of their cohort. The class teacher adapts the plans for each lesson and lists the specific learning objectives for that lesson. If teachers feel the need to develop their subject knowledge in order to teach these units, they can do so in a number of ways. For example: reading the information sheets created by the Subject Leader, discussion with the Subject Leader and personal research. Additionally, the Subject Leader provides

Continuing Professional Development (CPD) sessions for all members of staff based on a teacher knowledge and confidence audit that is carried out every two years.

## **Foundation Stage**

We teach religious education to all children in the school, including those in Reception, the Foundation Stage.

In Reception, Religious Education is an integral part of the topic work covered during the year. As part of the Early Years Foundation Stage, we relate the Religious Education aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five.

## **Contribution of religious education to the teaching of other subjects**

### **English**

Religious Education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in class have religious themes or content, which encourages discussion, and this is one way of promoting the skills of speaking and listening. We also encourage the children to record information in order to develop their writing ability.

### **Computing and ICT**

We use ICT where appropriate in Religious Education. The children find, select and analyse information using a range of sources. They also use ICT to review, modify and evaluate their work and to improve its presentation.

## **Personal, social and health education and citizenship (PSHCE)**

Through Religious Education lessons, we teach the children about values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs 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.

## **Spiritual, moral, social and cultural development**

Through teaching Religious Education, 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.

## **Teaching Religious Education to children with Special Educational Needs or Disabilities (SEND)**

In our school we teach RE to all children, whatever their ability. We aim to adapt lessons, or access to support, to allow all children to opportunity to access the learning. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children in their Individual Education Plans (IEPs).

### **Assessment and recording**

We assess children's work in Religious Education by making informal judgements as we observe them during lessons. Assessment for Learning strategies will be used to help learners understand how to improve their learning. On completion of a unit of work, we make a summary judgement about the work of each pupil in relation to the national curriculum levels of attainment using an exit quiz, alongside our observations and work produced.

Each pupil has an individual book to record their learning and progress, Year 1 and 2, Year 3 and 4, and Year 5 and 6. These were introduced in August 2024, and they supplement a class book which has been practice a Church Langton for a number of years. Children's progress is reported to parents formally once a year in a written report.

### **Resources**

We are continually building up our resource bank to be enable all teachers to teach all our Religious Education teaching units. There is a set of Bibles for Key Stage 2 and a developing collection of religious artefacts (having close links to St. Peter's Church we have readily available Christian artefacts) and we use the artefacts to enrich teaching in religious education. The school library has a good supply of RE topic books and computer software has been purchased to support the children's individual research. Our NATRE scheme of work provides a wealth of electronic resources to support teaching and learning.

### **Monitoring and review**

The RE Subject Leader is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. They are responsible for supporting colleagues in the teaching of religious education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

## Right of withdrawal

- Pupils' families and faith communities have the right to encourage religious nurture of children, fostering their faith. It is the responsibility of the school to provide Religious Education for all its pupils.
- Parents have the right to withdraw their children either partly or wholly from RE. In addition, teachers have the right not to teach the subject. Our approach to RE, however, has been constructed in the hope that parents and teachers will rarely, if ever, wish to exercise their right of withdrawal.
- As stated in our school prospectus and on our school website, those parents who wish to withdraw their child from RE lessons should inform the Headteacher in writing/contact the school office at their earliest convenience.
- This policy has been adopted by the governors in consultation with the RE Subject Leader and teaching staff.

This policy has been formally adopted by the Governing Body of Church Langton School. The Governors and Headteacher, in conjunction with all staff, will review it as and when necessary.

Signed .....*C Joseph* .....1/10/2025.....  
Mr Craig Joseph, Chair of Governors