



Religious Education Policy

Mission statement

Flookburgh CE Primary School works tirelessly to create a thriving community, that supports all members to flourish to become 'the best they can be'. Our children, staff, parents and governors strive to be positive change makers, in addressing our own needs, the needs of others and the environment. This is underpinned by the golden thread of our church school heritage, and a holistic approach to learning and living in a community

As a foundation church school, we consistently work hard to ensure the best possible learning journey for children in our care; encourage the development of attitudes, skills and knowledge that will 'release the ever-expanding potential' in each person; promote outward-looking perspectives in an ever-changing world; and support the development of their own personal beliefs and worldview.

Statement of intent for Religious Education

Religious education in our church school should be of the highest standard, always striving for excellence, reflecting the school's distinctive Christian character. Drawing upon guidance from the National Content Standard for Religious Education, the RE Statement of Entitlement (2025) and our school commitment to Equity, Diversity & Justice we seek to prepare our children for citizenship in our every changing and diverse world. Where practicable this will be achieved through authentic, face to face encounters with a range of living faith communities, to enable our children to hold informed conversations about religious beliefs and practices, and develop their own sense of belonging and purpose in society.

The effective teaching of Religious Education (RE) is central to achieving our vision and aims, ensuring substantive, disciplinary and personal knowledge is developed in each child from their starting point, and access to learning for all children, in line with our SEND Policy (2025).

Aims and objectives of RE in our school

RE should enable children to:

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking. (Statement of Entitlement, 2026)

Teaching and Learning

The children will engage with RE through the lens of theology (how people behave), philosophy (how people think) the human social sciences (how people live). The Blackburn Diocesan Board of Education Syllabus – Questful RE – will be used to structure the RE curriculum in our school. This syllabus meets the expectations of the National Content Standard for RE and is supported by SACRE in Cumbria and the Carlisle Diocesan Board of Education. This enables children to progressively deepen their understanding of Christianity and other religious and non-religious worldviews. A two-year rolling programme has been devised to cater for our mixed-aged cohorts. Our intention is for 5% of curriculum time to be committed to studying RE, through weekly lessons and RE focus days. Of this time, at least 50% of curriculum time is committed to the study of Christianity. As the children progress through the curriculum, they will experience local, national and global diversity of practice and understanding within each religious or non-religious worldview.

The teaching of RE is foundational to our church school status and is taught solely by qualified teachers – where and when practicable, RE will be taught by the curriculum lead.

Children will have access to a range of biblical formats (Good News, Children's Versions, The Message, The Street Bible and New International Version). They will learn how to navigate between the different books, chapters and verses independently.

Locally we have the opportunity to learn about the beliefs and views of Jehovah's Witnesses; Methodist, United Reformed & Catholic churches (as well as our own parish church, St. John's, Flookburgh); the Baha'i faith; Barrow Mosque and Kadampa Buddhists. Children will experience these religious and on-religious beliefs through visits and visitors.

Our approach to teaching and learning in RE, is underpinned by the core principles outlined in our Teaching, Learning & Assessment Policy – Trust, Co-agency & Everybody and supported by the 'Roots to Success' which guide children's behaviours for learning.

Consequently, teaching and learning will:

- Critically engage with a range of religious and non-religious source materials, including biblical texts.
- Utilise different disciplinary lenses, including theology, philosophy and the human and social sciences.
- Provide opportunities to understand the roles of texts, beliefs, rituals and practices and how they help form identity in a range of religious and non-religious worldviews.
- Pupils should explore how beliefs, rituals and practices may change in different times, places, communities and cultures.
- Develop confident religious literacy, including the explicit teaching and development of disciplinary knowledge.
- Generate meaningful and informed dialogue around a range of religious and non-religious worldviews.
- Recognise that students bring personal knowledge to the RE classroom and enable them to navigate and develop this.
- Practise a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.
- Provide for the needs of all pupils, including pupils with special educational needs and disabilities.
- Be based upon accurate and inclusive assessment of the different forms of knowledge, which enables pupils to make progress in their learning. (Statement of Entitlement, 2026)

Assessment

Using Questful RE, supports the regular assessment (both formative and summative) of children's understanding through 'milestones' crafted into the different unit plans, end of unit assessment, and clear

end of key stage expectations. Children's learning in each session can be captured at a class, group or individual level and evidenced either in RE books and/or corridor displays. Assessments are designed to support all children to demonstrate what they have learned and understood in a manner which is relevant, meaningful and purposeful to them (in line with our Teaching, Learning & Assessment policy) – this is not necessarily in written form (supporting inclusive practice and learning).

Developing Spirituality

At Flookburgh CE Primary, we recognise spirituality as developing and relational connectedness and curiosity with themselves, others, their environment (local, national, global) and that which causes wonder and purpose, potentially connecting the other three aspects together, children, staff and community. We recognise that developing spirituality is not restricted to RE, and should be part of all learning experiences, both inside and outside of school – for example, opportunities are taken at running club to pause and consider the views (their vastness, beauty, origins).

RE leadership & support

The RE & Collective Worship lead: Phil Wright (Headteacher)

Foundation Governors: Rev Mark Houston

Ex-officio Governor & local vicar: Rev Mark Houston

Link diocesan advisor: Peter Barfoot

Whilst RE provision & collective worship naturally compliment and enrich one another, each one is lead and managed separately (see Collective Worship Policy).

Monitoring & Inspection

Termly learning walks and learning reviews are undertaken by the RE lead and a school governor (typically the local vicar), although all link Governors report on the ways in which the schools theologically rooted vision and aims are manifest in the daily life of school and the flourishing of those involved.

The school fully engages with the SIAMS Inspection process to ensure the quality of RE provision and the schools Christian distinctiveness.

Supporting All Learners

Whole school policy with regards to Inclusion & Intervention and SEND applies to RE. Teachers ensure that the learning activities employed in RE are adapted to meet a variety of learning needs and that all pupils learn alongside their classmates and through the school motto, 'Together, we believe, all can thrive'. RE forms part of our commitment to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of all pupils and we take all reasonable steps to achieve this.

Resources

We have invested in a wide range of appropriate books, artefacts, visual resources, posters, persona dolls, etc. to support and enhance learning. We take advice from SACRE, the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of an effective RE curriculum. Through our website parents are kept up-to-date and are able to see what their child is learning about in class so that they can support their child's learning in RE at home.

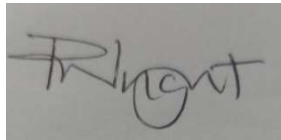
Visits and Visitors

We consider that an essential element of the delivery of effective RE is encounter with a range of religious and non-religious worldviews, in order to broaden the children conversations between peers and others. We encourage our pupils to participate in visits to places of worship when the opportunity arises; these visits are arranged in line to support units of work and provide pupils with the chance to encounter world religions as living faiths in modern Britain.

Withdrawal from RE

We wish to be an inclusive community but we acknowledge the right of parents / guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents /guardians / teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent / guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we require that written notice be sent to the head teacher/school governors. Should a parent / guardian request that their child be withdrawn from RE, we will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that they are in possession of all the necessary information before confirming their decision. However, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision, but should not incur any additional cost in so doing. Any queries regarding withdrawal from RE should be directed to the headteacher.

Signed (Headteacher):



Date: 14th September 2026

Signed: (Chair of Governors)

Date: 14th September 2026