



Brookfield Community Primary School

'Many hearts make a school'

Religious Education Policy

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Written by: Miss C Hodgson



Our Mission Statement

'Many hearts make a school'.

At Brookfield Community Primary School, our children, families, staff and governors all work together to ensure that everyone fulfils their potential. With the children being at the heart of our school, we strive to provide a rewarding experience for all.

Brookfield

Brookfield Primary School is made up of staff and pupils who originate from a variety of nationalities and cultures. As a school that is in the middle of Brookfield, we are in a wider part of East Preston known as Ribbleton, where there is a diverse society.

Intent

At Brookfield Community Primary School, Religious Education is taught in a stimulating, interesting and enjoyable way, which encourages the children to learn, enquire and evaluate the fundamental questions of life.

The national curriculum states the legal requirement that:

Every state-funded school must offer a curriculum which is balanced and broadly based, and which:

- *Promotes the spiritual, moral, cultural, mental and physical development of pupils, and*
- *Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

...all state schools...must teach religious education to pupils at every Key Stage.

Our Religious Education curriculum is designed to help children gain knowledge and understanding of Christianity and other major religions represented in the UK. We aim to foster an appreciation for how religious beliefs influence daily life and behaviour, while also developing their ability to make thoughtful and informed decisions about religious and moral issues. By supporting children's spiritual, moral, social, and cultural growth, we are equipping them with the attitudes needed to thrive within their community

and become responsible, respectful citizens in our diverse, multicultural society.

Religious Education is taught throughout the school in such a way as to ensure effective progression across all year groups. This begins in the Foundation Stage, where our youngest children begin to learn about religious studies through 'Understanding the World- People, Culture and Communities'. Within this strand of the EYFS curriculum, children will begin to know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

We believe it is essential for all our pupils to learn about and learn from religion to better understand the world around them. Through religious education, students expand their knowledge of world faiths and deepen their understanding of the beliefs, values, and traditions of individuals, societies, communities, and cultures. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values, and experiences. To enrich our religious education curriculum, we also organise trips to various places of worship and welcome visitors with open arms to celebrate varying cultural events around the world with us.

Within our local area, we have a diverse society. Brookfield Community Primary School embraces this within its approach to Religious Education. Our approach to fostering an understanding of different backgrounds, cultures, and faiths aligns with the values of a community-focused primary school. Celebrating these differences, while also recognising shared values and interests, creates a strong foundation for building empathy, respect, and inclusiveness among students.

By exploring similarities and differences, students not only gain a richer understanding of the world but also develop key skills in communication and critical thinking. Introducing children to a variety of beliefs and practices encourages openness and understanding, helping to break down stereotypes and build a sense of unity despite differences. This understanding can be profoundly impactful, helping young learners grow into compassionate and informed members of society.

At Brookfield, we strive for our children to see their school as a place where everyone is valued and understood, creating a positive learning environment that truly lives up to the word "community."

We understand that Religious Education plays an important role, along with all other curriculum areas, in promoting the spiritual, moral, social, and cultural development of our children. It should develop an aptitude for dialogue in pupils so that they can participate positively in our society which is diverse in relation to religions and world views. Specific vocabulary for each unit is taught and built upon and effective questioning to communicate ideas is encouraged.

Our School Mission Statement of 'Many hearts make a school' and our Learning Powers, are at the heart of our curriculum and all that we do at Brookfield Community Primary School.

Implementation

At Brookfield Community Primary School, our Religious Education curriculum is designed to be inclusive, meeting the needs of all pupils, including those with special educational needs and higher ability learners.

Using the Lancashire Agreed Syllabus throughout school (EYFS-Y6), RE is taught for one hour each week, offering a progressive curriculum tailored to the needs of our children. It ensures continuity and development of knowledge and understanding of religions, with a primary focus on Christianity and in-depth studies of Islam and Hinduism. By the end of Key Stage 2, students will have had exposure to all six major world faiths.

Our planning approach is detailed and inquiry-based, encouraging a child-centered learning environment. We value each religion studied for the unique perspectives and contributions it brings to our children's education, promoting a teaching style that prioritises open inquiry and, where possible, firsthand experiences.

Each unit begins with children sharing their prior knowledge, which informs our planning and instruction. Lessons are designed to be engaging and structured with clear, knowledge- and skills-based learning objectives, supported by subject-specific vocabulary provided on termly knowledge organisers. To assess progress, end-of-unit tasks measure children's knowledge and understanding against these objectives.

Our curriculum is delivered through effective 'quality first teaching,' as outlined in our Teaching and Learning Policy. Enrichment opportunities, including inspirational guest speakers and educational trips, provide children

with meaningful experiences that deepen their learning and broaden their understanding of religious education.

Within EYFS and Yr1, floorbooks are used to evidence the children's learning of celebrations. In Year 2, the children use floorbooks at the beginning of the year, transitioning into their own RE journals as the summer term begins. This supports the children in having their own RE journal that they can celebrate their learning in as they move up to Year 3, where RE journals are individual to each child. This arrangement follows the children up to the end of the children's school journey with us in Year 6.

Impact

Our well-planned Religious Education curriculum equips children with essential knowledge and skills, fostering progressive, developmental, and engaging learning experiences. Through teaching that cultivates growth and resilience, we empower each child to reach their full potential. Teaching ensures that children develop learning powers enabling each one to be the best they can be.

At Brookfield Community Primary School, children learn to express their personal beliefs, ideas, values, and experiences in clear and respectful ways, recognising and honouring the right of others to hold different views and live in diverse ways. Our RE curriculum prepares children not only to participate in local society but also to appreciate and engage with regional, national, and global communities.

Religious Education at Brookfield enhances pupils' understanding of the rich diversity within Preston, Lancashire, the UK, and the world. Our RE programme challenges children to reflect critically and thoughtfully on various religions and perspectives. Through visits to different places of worship, handling cultural artifacts, and experiencing cultural elements such as food, music, dance, and festivals, children build not only tolerance but a deep respect for our community and the broader world they inhabit.

Legal Framework

- RE must be provided for all registered pupils in state-funded schools in England, including those in the sixth form, unless withdrawn by their parents (or withdrawing themselves if they are aged 18 or over) It is a necessary part of a 'broad and balanced curriculum'.

- This requirement does not apply for children below compulsory school age (although there are many examples of good practice of R.E in nursery classes).
- Special schools should ensure that every pupil receives R.E 'as far as is practicable'.
- R.E is locally determined, not nationally.
- A locally agreed syllabus is a statutory syllabus for R.E recommended by an Agreed Syllabus Conference for adoption by a local authority.
- Local authority-maintained schools without a religious character must follow the locally agreed syllabus.
- Voluntary aided schools with a religious character should provide R.E in accordance with the trust deed or religious designation of the school, unless parents request the locally agreed syllabus.
- R.E is for all pupils.
- Foundation schools and voluntary controlled schools with a religious character should follow the locally agreed syllabus, unless parents request R.E in accordance with the trust deed or religious designation of the school.
- Religious Education is also compulsory in faith and non-faith academies and free schools, as set out in their funding agreements.
- Academies may use their locally agreed syllabus, or a different locally agreed syllabus (with permission of the SACRE concerned), or devise their own curriculum.

Roles and Responsibilities

Subject Leader: Miss C Hodgson

Role of the Subject Leader:

- Take the lead in delivering the syllabus to staff and teaching assistants (TAs).
- Assist colleagues in sourcing resources, planning visits, making curriculum adjustments, and providing classroom teaching and learning ideas.
- Monitor and evaluate pupils' work, gather feedback from students about the subject, and support teachers with planning.
- Conduct an audit of current resources and order additional materials as needed.
- Stay informed about developments in Religious Education and share relevant updates with the teaching staff.
- Lead staff meetings as required.

- Attend CPD wherever possible to ensure that curriculum knowledge is at its most up to date.
- Update the website where necessary.
- Plan and deliver an overview that incorporates Festivals and Celebrations from differing cultures, beliefs and faiths, and is underpinned by British Values and SMSC Events from around the world.
- Ensure knowledge organisers are kept in line with the curriculum and scheme of work from the Lancashire Syllabus.
- Monitor the teaching and learning within RE.
- Keep up to date with the SACRE Newsletter and share where appropriate with staff and SLT.

Role of the Teachers:

- Plan lessons effectively to ensure clear objectives and engaging content.
- Ensure progression in pupils' learning and development.
- Monitor and track the progress of pupils regularly.
- Use teaching assistants (TAs) effectively to support learning.
- Liaise with the RE coordinator to ensure curriculum consistency and development.
- Adapt lesson plans if necessary to meet the needs of individual students.
- Participate in training as appropriate to enhance teaching practice.
- Ensure effective 'quality first teach' approach is being used.

Role of the Support Staff:

- Assist the class teacher as directed, supporting with lesson delivery and classroom management.
- Provide targeted support to children with specific needs.

Role of the Governors:

- Ensure all children are provided with a broad and balanced curriculum that meets their needs and promotes their development.
- Keep up to date with the RE curriculum, having regular check-ins with the Subject Leader throughout the year.

Teaching and Learning

Pupils will work independently or in small groups.

Lessons will allow them to:

- Ask questions
- Use role play
- Discuss topics
- Research
- All lessons will involve using a variety of sources including books, videos and artefacts

Our RE Curriculum

Our Religious Education curriculum is based on the Lancashire Agreed Syllabus for RE and has been carefully developed to reflect the needs, experiences and diversity of our own Brookfield community.

We follow a one-faith focus each half term, providing children with opportunities to develop a deeper understanding of different religions, beliefs and worldviews.

Our curriculum is carefully sequenced from EYFS through to Year 6, ensuring clear progression in knowledge, understanding and disciplinary skills. As children move through the school, they revisit and build upon prior learning, developing their ability to ask thoughtful questions, explore beliefs and practices, make connections and show respect, tolerance and understanding towards the diverse world in which they live.

Assessment

The progress of children is monitored through classroom observations, the review of learning objectives, and discussions between staff working with the children. Teachers are encouraged to complete assessments at the end of each unit, which can be reviewed by the RE coordinator at any time. These end of unit assessments are on the end of each unit overview, where there are three categories that children's names should be entered into: working towards, working at and working above. These assessments are based on statements outlining what most pupils should know and understand.

Children's work can be recorded in various ways, such as written responses, verbal explanations, role play, videos and/or art.

Cross-Curricular Links:

These links are made when appropriate, particularly with PSHE and ICT,

to enhance the relevance and depth of learning. These links can help to form a judgement on children's ARE's.

Equal Opportunities

- All pupils will have equal access to the full Religious Education curriculum.
- Gender, learning ability, physical ability, ethnicity, linguistic ability, and cultural circumstances will not prevent pupils from fully participating in Religious Education lessons.
- If it is inappropriate for a pupil to participate in a lesson due to any of the factors mentioned above, the lesson will be adapted to meet the pupil's specific needs, and additional support will be provided where necessary.
- Every effort will be made to ensure that cultural and gender differences are positively reflected in all lessons and teaching materials.
- Brookfield Community Primary School is committed to providing academically gifted pupils with opportunities to extend their thinking and deepen their learning.