



CORRIE PRIMARY & NURSERY SCHOOL

RE Policy

Mission Statement

Corrie nurtures and encourages all children to realise their personal best and to fulfil their potential in the academic, sporting and performing opportunities provided in and out of school. Our carefully planned climate of celebration of pupil achievement includes a sense of enjoyment that childhood days will be remembered as fun. Our vision is of an environment where our children can develop the life skills necessary to become fully integrated members of society. Corrie aims to do this by providing a caring and stimulating learning environment where all are welcome, respected and encouraged to achieve the highest standards in both work and play. Through mutual respect and appreciation, we aim to provide enrichment and enjoyment for everyone. By fostering support and loyalty we offer an environment in which we clearly value the contribution of everyone.

1 Aims

1.1 The Agreed Syllabus 2022-2027 for Manchester, Salford, Stockport, Tameside and Trafford requires that all pupils study Christianity in each key stage. In addition, pupils will study the principal religions represented in the UK, in line with the law. These are Islam, Hindu Dharma, Sikh, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held, are represented in almost all our classrooms. Non-religious worldviews, including 'organised' examples such as Humanism, will also be the focus for study.

2 The legal position of religious education

2.1 The agreed syllabus builds on good practice from the 2004 Non-statutory Framework for RE, produced by the then Qualifications and Curriculum Authority, the core ideas in the RE Council's non-statutory Framework from 2013, and elements of the 2018 Commission on RE final report. In the UK, parents still have the right to withdraw their children from RE on the grounds that they wish to provide their own religious education. (School Standards and Framework Act 1998 S71 (3)). This will be the parents' responsibility. However, it is good practice to talk to parents to ensure that they understand the aims and value of RE before honouring this right.

3 Teaching and learning

3.1 We use a variety of teaching and learning styles in RE lessons, based on the key principle that good teaching in RE allows children both to learn about religious traditions and to 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.

3.3 Children carry out research into religious topics using the computer, books and other resources working individually or in groups.

3.4 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.

3.5 We recognise the value of visitors and class visits to places of worship to enable children to learn first-hand about Christianity and other faiths. Where possible these will be arranged to support the children's learning.

4 Curriculum planning in religious education

4.1 We plan our religious education curriculum in accordance with the Agreed Syllabus 2022-2027 for Manchester, Salford, Stockport, Tameside and Trafford. 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.

4.2 The long-term plan, maps the religious education topics studied in each term during each key stage.

4.3 The medium-term plan provides the details of each unit of work for each term.

4.4 The short-term plan provides teaching staff with a set of clear learning objectives, key questions to consider during learning and a range of activities and resource ideas for lessons.

5 Foundation Stage

5.1 The Early Years Foundation Stage (EYFS) describes the phase of a child's education from birth to the end of the reception year at the age of five.

Religious education is statutory for all pupils registered on the school roll. The statutory requirement for religious education does not extend to nursery classes in maintained schools. At Corrie however, we believe that RE forms a valuable part of the educational experience of children throughout the key stage.

5.2 The Agreed Syllabus identifies that children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

5.3 RE is a compulsory part of the basic curriculum for all Reception age pupils, and we teach children using the Agreed Syllabus 2022-2027 for Manchester, Salford, Stockport, Tameside and Trafford.

6 Contribution of religious education to the teaching of other subjects

6.1 English

Religious education contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Drama techniques including role play, freeze frame, hot seating and conscience alley provide children with opportunities to deepen their understanding and consider alternative points of view and perspectives.

6.2 Foundation Subjects

Children will develop and deepen their historical understanding of the world in the context of RE, learning about key historical figures and their contribution to societies. They will use methods of enquiry using primary and secondary sources to explore and consider key questions about religious and non-religious world views. Children will have opportunities to visit places of worship in their local area and compare/contrast traditions and festivals from different parts of the world.

6.3 Computing

We use computing where appropriate in religious education. The children find, select and analyse information, using the internet through I-Pads and/or Laptops.

6.4 Personal, social and health education (PSHE) and citizenship

Through our religious education lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. We also promote the values and attitudes required for citizenship by teaching respect for others and the need for personal responsibility.

6.5 Spiritual, moral, social and cultural development

Children consider and respond to questions concerning the meaning and purpose of life. 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 and a range of world views.

6.6 Music

A key part of RE is learning about traditions and festivals from all around the world. Music plays an important part in this learning, and children will listen to and learn a range of songs to share, celebrate and appreciate throughout their time at Corrie.

7 Pupils with Special Educational Needs and Disabilities (SEND)

7.1 RE is a statutory part of the core curriculum for all pupils, including those with learning difficulties. Pupils with SEND are found in all contexts, and all teachers are teachers of pupils with SEND. Good quality teaching in RE will tailor the planning of the syllabus carefully to the special needs of all pupils. RE provision for different groups of pupils will vary but all pupils should be included in RE.

7.2 Pupils with SEND are entitled to receive religious education based upon the Locally Agreed Syllabus as far as it is practicable. At Corrie, we believe that RE can provide challenging and nurturing learning opportunities for every pupil, and we seek creative and well thought out ways of providing for these entitlements to RE, so that every pupil can benefit from the opportunities for personal development the subject provides.

8 Assessment and recording

8.1 We assess children's work in religious education by making informal judgements as we observe them during lessons. We record the progress made by children at the end of each unit of work on an assessment sheet provided by the RE co-ordinator. Teachers make a judgement against levels of attainment as defined by the Agreed Syllabus. These assessments enable the class teacher and RE co-ordinator to keep a record of which children are achieving the expected standard, which children are not achieving the expected standard, and which children are exceeding the expected standard in all units. These records also enable the teacher to make an annual assessment of coverage and progress for each child as part of their annual report to parents.

9 Resources

9.1 Resources are stored in a centrally located place. There is a set of Bibles, and we have a collection of religious artefacts which we use to enrich the teaching of religious education. The school library has some RE topic books and we are gradually acquiring more computer software to support the children's individual research.

10 Monitoring and review

10.1 The RE subject leader is responsible for monitoring the standards of the children's work in religious education. S/he is also 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. RE is reviewed each year as part of the school development plan and this indicates areas for future development.

Subject Leader: Miss. N. Richards

Signed: Date approved with staff: September 2025

Date approved with Governors: October 2025

Date of review: September 2027