

Griffin Park Primary School

Religious Education Policy 2025-2026

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Written by	Lesley Otter
Ratified by Governors	
Date for Review	15.12.26
Signed – Chair of Governors	Trevor Anderton
Signed – Headteacher	David Chapman

This policy has been impact assessed by Lesley Otter in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Religious Education

Intent

At Griffin Park Primary School, it is our intent that Religious Education will help our pupils to develop the skills and knowledge in understanding different religious beliefs, values and traditions, create and answer challenging questions and to gain a sound understanding of both our immediate and wider multi-cultural society. RE significantly contributes to our pupils' Spiritual, Moral, Social and Cultural development.

Our Religious Education lessons aim to promote and welcome cultural diversity, therefore enabling our children to become well-rounded individuals who are understanding and tolerant of beliefs differing to their own. It is our aim that our pupils will gain the confidence in discussing and comparing other cultures and religions.

Implementation

The curriculum aim for RE is to ensure that all pupils:

- Know about and understand a range of religions and world views.
- Express ideas and insights about the nature, significance and impact of religions and world views.
- Gain and deploy the skills needed to engage seriously with religions and world views.

In addition to these aims, we expect pupils to develop attitudes such as a willingness to explore the religious and spiritual experiences of humanity and a commitment to searching with an open mind.

At Griffin Park Primary school we ensure pupils can achieve by following the 'Questful RE' agreed syllabus. This allows children to gain a deeper understanding of Christianity, Islam, Judaism, Hinduism and Sikhism. This understanding is developed through three strands of questioning – Believing, Expressing and Living. Each unit builds on prior learning and develops new skills. Discussions are highly encouraged during lessons, drawing on pupils' experiences and beliefs, with Spiritual, Moral, Spiritual and Cultural links within each lesson. Children are made to feel confident to discuss their own religious experiences without prejudice.

Our school has developed close links with the St Luke's Church, Blackburn Cathedral, Jaame Masjid Islamic Cultural Centre and key representatives from each religion; who will visit our pupils and support their learning, through the delivery of assemblies, lessons, performances and events. Each year group will visit a place of worship during the year.

Impact

Our RE curriculum impacts the pupils in the following ways:

- Extend their knowledge and understanding of religions and beliefs.
- Develop a religious vocabulary and interpret religious symbolism in a variety of forms.
- Reflect on questions of meaning, offering their own thoughtful and informed insights into religious and world-views in local, national and global contexts.
- Pupils are able to weigh up the value of wisdom from different sources, and express their insights respectfully.
- Explore ultimate questions of beliefs and values in relation to a range of contemporary issues in an ever-changing society.

Curriculum Provision

In Griffin Park, time is allocated each week to studying Religious Education. 60% of that time is allocated to Christianity; and 40% of the time is allocated to learning about Islam, Hinduism, Judaism and Sikhism. Non-religious stances will be taught where appropriate in each Key stage.

Early Years Foundation Stage

In the Early Years Foundation Stage, RE will be integrated into learning from the Development Matters particularly Personal, social and emotional development, communication and language and Understanding the world. Pupils are taught through a variety of learning opportunities, about Christianity, Islam, Hinduism, Sikhism and Judaism. Pupils will reflect on their own feelings and experiences and they will use their imagination and curiosity to develop their appreciation and wonder of the world.

Key Stage 1

In Key stage 1, pupils should develop their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Key Stage 2

In Key Stage 2, pupils should extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions

about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

Assessment, Recording & Reporting

- Annual reports for all pupils are completed once per year. Reports include a brief description of work covered and identify the standards achieved.
- In Key Stage 1 and Key Stage 2, work in Religious Education is assessed by teachers using end of Unit assessments. In the Early Years Foundation Stage, children will be assessed in stages from the development matters and 'Questful RE' assessment opportunities.

Resources

The new RE syllabus is a revision of 'Questful RE' the Blackburn Diocesan Board of Education RE syllabus 2017. Building on the foundation of the 2007, 2013 and 2017 syllabuses the content has been updated and redesigned, bringing it in line with current best practice and pedagogical strategies.

By embracing the explicit teaching of Christian concepts and God's big salvation story, it is hoped that the content of this syllabus will give pupils a deeper understanding of Christianity. In addition, pupils explore all major world faiths and discuss world views where appropriate. RE also promotes an understanding of all religions and world views. Through the exploration of texts, beliefs, and practices lived out worldwide, pupils will develop respect and understanding. Cultural diversity should be recognised and celebrated as we remove barriers and build communities.

Whoever we are, wherever we live, whether we are a person of faith or not, we all have a view on the world. Nobody stands nowhere.

The 'Questful RE' Syllabus is accessed online and includes long term planning for each Year group, unit guidance, videos and assessment opportunities. The Griffin Park RE document is located on our school website and outlines the knowledge and skills for each Year group throughout school. We have comprehensive sets of artefacts, visual resources and teaching materials to support learning about each of the major faiths explored in school. These are stored in the Year 3 cupboard.

Rights of Withdrawal in a Voluntary Aided School

Parents may legally withdraw their children from Religious Education at Griffin Park Primary School. The use of the right to withdraw should be at the instigation of parents, and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Statutory guidance allows a parent to withdraw their child from a specific activity, such as a visit to a place of worship, and not to withdraw the child from the remainder of their RE. Parents have the right to choose whether or not to withdraw their child from RE.

Equality Impact Assessment

Under the Equality Act 2010 and 2017 we have a duty not to discriminate against people on the basis of their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.