

ST ANDREW'S METHODIST PRIMARY SCHOOL



Religious Education

Reviewed: January 2026

Headteacher Anne Barker

Chair/Vice Chair of Governing Board Margaret Hughes

Date of Next Review January 2028

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

At St. Andrew's Methodist Primary School, our Religious Education policy is underpinned by our Christian vision for all children, regardless of background and academic ability, to **'Strive for excellence – together as one with God'**.

We follow the Agreed Syllabus for Religious Education in Salford (2022-27) . Throughout the syllabus, examples are given of all 6 major world religions – Christianity, Judaism, Islam, Hinduism, Sikhism and Buddhism. As we are a Methodist school with strong links with Walkden Methodist Church, children will also be taught about the history, traditions and beliefs of Methodism.

This aspect of the curriculum is extended further through use of the R.E Today scheme of work and Methodist units of work provided by the Methodist Church.

RE alongside the National Curriculum

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 at the school and of society, and:
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.”

And:

“All state schools... must teach religious education to pupils at every key stage... All schools must publish their curriculum by subject and academic year online.”
(DfE National Curriculum Framework, July 2013, page 4)

The RE Syllabus for Manchester, Salford, Stockport, Tameside and Trafford pupils establishes what shall be taught in RE providing teachers with practical support and guidance about how to teach RE effectively.

The Legal Position

In accordance with the 1988 Education Reform Act, St. Andrew's Methodist Primary School provides religious education for all children, with the exception of those withdrawn by their parents. RE meets the Church of England Statement of Entitlement.

Definition of RE

Religious Education is a unique and important element in children's learning. It leads both to the development and understanding of one's own beliefs, as well as an appreciation of the beliefs of others. Through Religious Education, pupils can be encouraged to reflect upon those aspects of human life and the natural world which raise questions of ultimate meaning or purpose and to recognise the spiritual dimension of experience.

Aims of RE

Principal Aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and world views address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop resources of their own.

Religious Education should help pupils to:

- Acquire and develop knowledge and understanding of Christianity as a living world faith through exploration of core theological concepts
- To develop understanding of major world religions, other than Christianity
- and the other principal religions represented in Great Britain
- To develop religiously literate pupils enabling pupils to critically engage with text
- Appreciate the way that beliefs shape life and conduct
- To consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide
- Develop the ability to make reasoned and informed judgements about religious and moral issues
- To give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions
- Enhance their spiritual, moral, social and cultural development by –
 - Developing an awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them.
 - Responding to such questions with reference to the teachings and practices of religions, and to their own understanding and experience.
 - Reflecting on their own beliefs, values and experiences in the light of their study
 - Develop respect for other people, their right to hold different beliefs, in a society of diverse beliefs.

Curriculum & Organisation

RE is planned for in half-termly blocks in accordance with the Agreed Syllabus. The overview indicates which religions and which curriculum units are being studied. Specific links are made to Christian values and distinctly Methodist values as outlined in the Methodist Church planned units of work (2013).

RE is taught through 2 attainment targets:

Attainment Target 1: Learning about Religions

- Develop a coherent picture of each religion by identifying, naming and describing its important features.
- Explain the meaning of religious language, story and symbolism
- Explain similarities and differences between, and within, religions

Attainment Target 2: Learning from Religion

- Give an informed and considered response to religious and moral issues
- Reflect on what might be learnt from religions in the light of one's own beliefs and experience
- Identify and respond to questions of meaning within religions.

(Taken from Salford's Agreed Syllabus)

Long, Medium and short term subject planning can be accessed by all staff via the school shared drive.

It is acknowledged that other subjects, collective worship and the aims of the school in general, all contribute to developing the attitude, skills and processes in RE as set out in the Agreed Syllabus for Salford.

Resources

We have a wide variety of resources available for the planning and teaching of RE. These include reference books for teachers planning and for the children, online resources, posters and pictures.

Boxes of artefacts and resources for specific religions, such as; Christianity, Judaism, Islam are available.

The 'Understanding Christianity' scheme of work is used as a resource to teach about core Christian concepts and to prompt pupils' response to big questions.

Teaching methods, differentiation and assessment

The RE scheme of work has been planned to incorporate the range of teaching and learning styles to enable greater access for all pupils. Within each unit of work there are opportunities for children to participate in a range of activities to show their understanding of the lesson/subject e.g. role play, watch and respond to video material, painting, reading and writing, listening to or composing music etc.

This enables all children to participate, respond and take an active role in their own learning. It also enables differentiation by activity alongside outcome, level of support and input. RE is assessed alongside foundation subjects using the SONAR tracking system.

Pupils' spiritual, moral, social and cultural development

It is acknowledged that the whole curriculum and all aspects of school life contribute to the development of pupil's spiritual, moral, social and cultural development. However, RE has a particular contribution to make. Below are some examples of how study in RE can specifically aid the development of the four areas mentioned.

Spiritual development can be fostered through stilling exercises, responding and reflecting on the stories of Buddha, visiting places of worship and considering the beliefs of others such as reincarnation.

Moral development can be fostered by studying the Christian way of life, learning about slavery and persecution from the study of Judaism or by discussing the five moral precepts of Buddhism.

Social development can be seen in the importance of family life in the religions studied. In the study of the different but complimentary roles within the family and also in the sense of community and belonging in Islam and Judaism.

Cultural development occurs directly by encountering and developing respect and understanding of the six world faiths studied. Children can identify religious buildings

and symbols and recognise and have some understanding of festivals and celebrations.

Monitoring and Evaluating

The school development plan contains a system for monitoring and evaluating. The subject leader has a role of assisting the Headteacher and senior management team in implementing this.

The responsibility of the RE subject leader include:

- Contribute to school Improvement Plan by writing and reviewing RE action plans/ priorities
- Providing a scheme of work and allocating it to different teams
- Monitoring and revising the planning where required
- Monitoring the delivery of the planning and scrutiny of books
- Monitoring resources
- Lead relevant Staff training

Equal Opportunities, Access and Inclusion

- Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.
- Each child with SEND will have equal access to the curriculum in line with the SEND policy.

Health & Safety

As children are permitted to handle artefacts, staff must be aware that some are produced outside the UK and therefore safety standards may not be as stringent as they are for British educational equipment. When planning to take the children out of school for visits to places of worship, a risk assessment must be completed.

For more information, please refer to the Health & Safety policy.

RE and links to Spirituality

See the school's spirituality policy.