



## GREENLANDS COMMUNITY PRIMARY SCHOOL

### RELIGIOUS EDUCATION POLICY 2025-26

**Subject Leader:** *Mr Kelly*

#### Statement of Intent:

Religious Education is a valued subject at Greenlands Community Primary School.

At Greenlands we believe that delivering high quality Religious Education, plays a vital role in the development of the whole child.

RE is an important subject in itself, developing an individual's knowledge, skills and understanding of religions which form part of contemporary society.

Teachers create a positive attitude to the teaching and learning of religious education. The children develop a sense of curiosity, wonder and appreciation of cultural differences in today's society.

#### Aims:

At the center of Religious Education at Greenlands is the question: 'What is it to be a human?'

Developing pupil's interest in, and enjoyment of, Religious Education. By studying religious and non-religious worldviews we are preparing our children for life in our increasingly diverse society.

Ensuring Religious Education is taught in a balanced and broad way.

Through an inquiry based curriculum we intend to give children the key skills they need to rationally address big questions they will face throughout their lives.

To develop their investigative and research skills, in order to hold reasoned opinions on religious issues.

It is not our intention to lead children to a specific faith but to use RE to encourage Greenlands pupils to learn and develop the positive attitudes of curiosity, wonder, appreciation, commitment, fairness and self-awareness. Ensure children can make clear and intended connection between Religious Education and their spiritual, moral, social and cultural development.

### Implementation:

We hope to achieve this by-

- We cover RE within the school curriculum following Lancashire Agreed Syllabus for Religious Education 2021.
- We reflect upon and recognise the religions found within the school community.
- We also take into account the religions found in the immediate geographical area surrounding the school (locally) and beyond (nationally and globally).
- We recognize and value the religious and non-religious backgrounds of each of our pupils.
- Reflecting on the fact that religious traditions in Great Britain are in the main Christian, 50% of Religious Education curriculum taught is Christianity.
- We deliver three investigations of Christianity (God, Jesus and Church) each year as well as three investigations of other faiths.
- The religions of Islam, Judaism and Hindu Dharma are taught in EYFS and throughout the key stages.
- Buddhism is taught exclusively in KS2 due to its complexity.
- Through high quality teaching, children will learn about key beliefs, key festivals and key figures within each religion covered.
- Within each investigative unit, the teaching and learning sequence follows the same pattern: - Shared Human Experience - Beliefs and Values - Living Religious Traditions - Searching for Personal Meaning.

- Continuity and progression is achieved in our RE curriculum via the investigative units building upon one another, year on year.

### Impact:

- By providing strong religious education for the pupils of Greenlands, the children will have knowledge about the different faiths and beliefs.
- Children will develop the skills of tolerance and will have the ability to show respect and reflect upon different faiths.
- Children will become open minded and celebrate the goodness that exists within the world, as well as becoming positive, well rounded citizens with strong moral foundations.
- We hope that our children will enter the world as reflective, understanding and empathetic young people who are able to communicate with and work alongside people of all different cultures, religions, faiths and beliefs.
- The curriculum leader has a comprehensive overview of the quality of teaching and learning in Religious Education. This is achieved through the yearly monitoring schedule.