ST.ANNE'S COPP CHURCH OF ENGLAND PRIMARY SCHOOL, GREAT ECCLESTON

RELIGIOUS EDUCATION POLICY



"Let us love, not in word, but in truth and action." (1 John 3:18)

October 2026

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In building solid foundations for every unique individual and putting God's love at the centre of all we do, our children learn to embrace our diverse world. We encourage our children to learn universally in order to understand our heritage and roots as a village, town, region and nation. Through strong community links, our children grow in compassion and understanding, promote justice and possess commitment and aspire to make a positive difference. We offer an ambitious curriculum that ignites curiosity along with high personal expectations that fosters resilience and which enables them to flourish. Our children are easily distinguished by the courage they show when making brave choices and understand the importance of becoming the very best versions of themselves.

In our Church School, we ensure:

- that we adopt the Blackburn Diocesan Board of Education Syllabus – Questful RE
- that at least 5% of curriculum time is devoted to RE
- that Christianity plays a central role in RE, taking up three quarters of the time available
- that appropriate teaching about other faiths and world views is included.

Religious Education at St Anne's Copp lies at the very heart of our curriculum. **RE should be of the highest standard, always striving for excellence, reflecting the school's distinctive Christian character.** We actively endeavour to match the Religious Education Statement of Entitlement for Church of England Schools, September 2026:

"In a Church school, RE should enable pupils to:
01 Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
02 Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
03 Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
04 Grapple with questions of meaning and purpose raised by human existence and experience.
05 Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
06 Develop disciplinary knowledge which equips pupils to be religiously literate.
07 Explore their personal worldviews; their own religious or nonreligious, spiritual and philosophical ways of living, believing and thinking."

WE LEARN ABOUT:

- God who reveals the truth about himself and humanity through creation, the giving of the law, his action in history and through the prophets
- God who reveals himself ultimately in Jesus his Son, living among us and dying and rising for us
- God who reveals himself in his Spirit working in the living faith of the Church experienced through scripture, tradition and reason.

WE LEARN FROM:

- empathetic responses to the Christian faith and a critical engagement with it

- responding personally to the transforming power of Jesus Christ
- developing a vision for life that transcends a dull materialism and recognises the reality of the spiritual realm
- understanding ourselves and others, celebrating our shared humanity and the breadth of human achievement
- examples of Christian living which give priority to the claims of justice, mercy, holiness and love.

RE IN OUR SCHOOL SHOULD HELP PUPILS TO:

- think theologically and explore the ultimate questions and challenges of life in today's society
- reflect critically on the truth claims of Christian belief
- see how the truth of Christianity is relevant today
- understand the challenge faced by Christians in today's pluralist and post-modern society
- develop the skills to handle the Bible text
- recognise that faith is based on commitment to a particular way of understanding God and the world
- begin to develop their own commitments, beliefs and values
- respond in terms of beliefs, commitments and ways of living
- develop a sense of themselves as significant, unique and precious
- experience the breadth and variety of the Christian community
- engage in thoughtful dialogue with other faiths and traditions
- become active citizens, serving their neighbour
- find a reason for hope in a troubled world
- understand how religious faith can sustain believers in difficult circumstances and in the face of opposition.
- understand how Christian values underpin all that we do
- become more rounded individuals and encourage children to consider others thoughts and feelings being at all times respectful to one another
- provoke thought, meaning and lay down questful challenges to all pupils
- to understand God's Big Plan.

RELIGIOUS EDUCATION IN CHURCH SCHOOLS SHOULD ENABLE:

- pupils and teachers to talk openly and freely about their own personal beliefs and practice without fear of ridicule
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith
- pupils from other faith backgrounds to understand and be encouraged in their faith
- pupils with no religious background to be given an insight into what it means to be a person of faith
- pupils of all backgrounds to have a safe place to explore the ultimate questions and challenges of life in today's society.

TEACHING AND LEARNING OF RELIGIOUS EDUCATION CONTENT AND APPROACHES WITHIN CLASSES:

- pupils are taught individually, in a group and as a class
- a variety of teaching and learning methods are used to present the curriculum to the pupils
- teacher led sessions where information is provided
- talk Partners, where pairs of children discuss an issue before sharing their thoughts with the class
- mixed ability group or paired work, where children discuss issues in small groups

- class discussion where the children are invited to join in and express their personal opinions and share experiences
- use of differentiated tasks where children of different abilities are able to work at their own level
- use of role-play
- use of religious artefacts
- use of audio-visual aids to present material to the children
- educational visits to gain first hand experiences
- use of integrated I.C.T within R.E lessons
- invited guest speakers with relevant experiences
- creative tasks that may include: singing, dancing, drawing, filming, acting, miming.

THESE ARE SOME EXAMPLES OF THE DISTINCTIVE FEATURES OF THE RE CURRICULUM:

- opportunities to explore the experience of the Church's year
- visits to places of worship, especially the local parish Church and the Cathedral, to develop the understanding of the Church as a living community
- welcoming visitors from the local parish to share their experience of Christian belief and life
- liaison with the local parish to enable these visits and links to occur
- support for the pupils; confident use of religious language
- a well-used set of Bibles in language that can be understood by the learners and examples of Bibles and prayer books from a variety of contexts
- the facility to listen to Christian 'psalms and hymns and spiritual songs' from a wide variety of traditions
- access to Christian artefacts that are used with care, respect and confidence
- a sacred space that can be used as a focus for prayer (written and verbal) and silent reflection
- encouragement of mutual respect based on Christian values, which are promoted both in practice and visually around school.
- pupils to make excellent and appropriate progress in their knowledge and understanding of Christianity
- pupils from Christian families to talk openly about their beliefs and values in lessons and to grow in their faith
- pupils from other faith backgrounds to understand and be encouraged in their faith
- pupils with no religious background to face the challenge of the Christian faith
- pupils of all backgrounds to have a safe place to explore the place of doubt and certainty in a maturing faith.

CHRISTIAN VALUES

Here at St Anne's Copp, we feel it is vital that learning opportunities are provided which support and nurture the whole child. The children across the school experience activities which help them to socially interact with others and develop emotional intelligence. Our school delivers a 'Values
Curriculum', centred on Gospel values. They are delivered over a two year programme, linking strongly with our RE curriculum. Both Religious Education and the Values Curriculum permeate all aspects of school life and run deeper than a one off lesson. The school vision and aims are underpinned by the Christian Values as well as the behaviour strategies and pastoral support.

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SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Spiritual development within RE, in a Church School, enriches and encourages the pupils' discovery and quest of God the creator, of their 'inmost being' and of the wonder of the environment. Moral development is based on the teachings of Jesus Christ - along with embedded Christian values, which offer pupils a secure foundation stone on which to make decisions and build their lives. Social development enriches pupils' understanding of what it means to live in a Christian community where Jesus' command to love one another is put into practice. Cultural development provides opportunities to develop an understanding of Christianity as a worldwide, multi-cultural faith that has an impact on the lives of millions of people.

THE PARENTAL RIGHTS OF WITHDRAWAL IN A VOLUNTARY AIDED SCHOOL

Parents may withdraw their children from Religious Education, as they may in any school.

"The Worship and Religious Education provided by the school is in accordance with the Church of England or Methodist Church Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England or Methodist Church ethos, removal of pupils from Worship and/or Religious Education (as parents are legally entitled to do) cannot insulate them from the religious life of the school." (The Church of England Board of Education and the Methodist Church suggestion)

If such a request for withdrawal is made, the Headteacher should explore the reasons for the request and seek to arrive at an accommodation. It may be that only some elements of Religious Education or Worship are objected to.