



QUEST TRUST

Supporting Young People from
Early Years to Employment

Religious Education (RE) Policy

For Non-denominational QUEST Schools

Company Number 09306360

Hindley Green Community Primary School

University Collegiate School Bolton

Reviewed: Autumn 2026

Next Review Date: Autumn 2027



Introduction

At QUEST Trust, Religious Education (RE) plays a vital role in developing informed, reflective and compassionate young people who are prepared to thrive in a diverse and ever-changing world. Through the study of religion, faith and worldviews, pupils are encouraged to explore some of life's most profound questions about meaning, purpose, identity, belonging and morality.

Religious Education provides opportunities for pupils to develop a secure understanding of Christianity, reflecting its significance within the religious and cultural heritage of the United Kingdom, whilst also gaining knowledge and understanding of a range of other world religions, faith traditions and non-religious worldviews. This enables pupils to appreciate and respect diversity, challenge misconceptions and develop the knowledge, skills and attitudes required to live successfully in modern British society.

Across QUEST Trust schools, RE contributes significantly to pupils' spiritual, moral, social and cultural (SMSC) development. It supports our commitment to nurturing well-rounded individuals who demonstrate curiosity, respect, empathy and a strong sense of social responsibility. Through thoughtful enquiry and discussion, pupils are encouraged to reflect on their own beliefs and values while developing an understanding of the beliefs and practices of others.

Religious Education is a statutory subject and forms an important part of a broad and balanced curriculum. Hindley Green Community Primary School follows the Discovery RE programme, providing a structured and enquiry-based approach to learning. At UCS Key Stages 3 and 4, RE is grounded in the Bolton Agreed Syllabus and has been carefully adapted to reflect the needs, experiences and key questions faced by students within our school and wider community.

Aims

The aims of Religious Education across QUEST Trust schools are to:

- Develop secure knowledge and understanding of Christianity, other major world religions, faith traditions and worldviews.
- Encourage pupils to explore and reflect upon fundamental questions relating to meaning, purpose, identity, ethics and human experience.
- Foster respect, tolerance and appreciation for diversity within local, national and global communities.
- Support pupils in developing their own beliefs, values and sense of identity whilst respecting the views of others.
- Promote spiritual, moral, social and cultural development and contribute positively to pupils' personal growth and wellbeing.
- Develop critical thinking, enquiry, interpretation, communication and research skills.
- Enable pupils to engage thoughtfully with contemporary issues and make informed, balanced judgements.
- Prepare pupils to become responsible, active and respectful citizens who contribute positively to society.



Teaching and Learning

Religious Education is delivered through engaging, purposeful and enquiry-led learning experiences that encourage pupils to ask questions, investigate different perspectives and develop informed responses.

Across QUEST schools, teachers employ a wide range of teaching and learning strategies to meet the needs of all learners. These may include:

- Structured discussion and debate.
- Enquiry-based learning and philosophical questioning.
- Storytelling and the exploration of sacred texts.
- Role-play, drama and creative activities.
- Investigation of religious artefacts and symbols.
- Independent and collaborative research.
- The effective use of digital technology and multimedia resources.
- Visits to places of worship and culturally significant sites.
- Encounters with visitors from different faith communities and backgrounds.

Learning experiences are designed to be challenging, inclusive and reflective, enabling pupils to develop both knowledge and understanding while encouraging personal reflection and meaningful dialogue.

Inclusion, SEND and Reasonable Adjustments

QUEST Trust is committed to providing an inclusive education where every pupil is valued, supported and encouraged to achieve their full potential.

Religious Education is accessible to all pupils regardless of ability, background, faith, culture, language or additional need. Teaching and learning are carefully planned and adapted in accordance with the SEND Code of Practice (2015), the Equality Act (2010) and the Children and Families Act (2014).

Teachers use a range of adaptive teaching strategies to ensure that all pupils can access, engage with and succeed within the curriculum. This may include:

- Differentiation through task, support, questioning and outcome.
- Appropriate scaffolding and modelling.
- Use of visual, auditory and practical learning approaches.
- Adapted resources and assistive technologies where appropriate.
- Additional adult support and targeted interventions.

Reasonable adjustments are implemented whenever necessary to ensure that all pupils can participate fully and make meaningful progress in Religious Education.

Equality of Opportunity

Religious Education provides a unique opportunity to promote equality, inclusion and mutual respect. Through the exploration of diverse beliefs, values and traditions, pupils develop an understanding of the richness and diversity of society.

Within RE, pupils are encouraged to:

- Respect the beliefs, traditions and identities of others.
- Express their own views thoughtfully and respectfully.
- Challenge prejudice, stereotyping and discrimination.
- Consider a range of perspectives on important moral, ethical and social issues.
- Develop empathy, understanding and cultural awareness.



In line with QUEST Trust values, RE promotes a positive learning environment where all individuals feel respected, valued and able to contribute.

Assessment

Assessment is an integral part of effective teaching and learning in Religious Education. It is used to monitor progress, identify next steps and ensure that pupils are developing both substantive knowledge and disciplinary skills.

Assessment may include:

- Teacher observations and questioning.
- Written work and recorded outcomes.
- Discussion and verbal responses.
- Research and enquiry activities.
- Reflective and evaluative tasks.

Primary schools use ongoing teacher assessment to inform planning and track progress. Within secondary settings, assessment is aligned to school assessment frameworks and examination specifications where appropriate.

For students studying **GCSE Religious Studies**, assessment is designed to develop the knowledge, understanding and evaluative skills required for success in external examinations. Pupils are regularly assessed against examination objectives, enabling them to build confidence in analysing religious beliefs and practices, evaluating differing viewpoints and constructing well-reasoned arguments supported by evidence.

Assessment information is used to celebrate achievement, identify areas for development, inform teaching and learning, and support continuous improvement. Across QUEST Trust schools, assessment in Religious Education promotes high expectations and ensures that all pupils are supported to make strong progress from their individual starting points.

Resources

QUEST schools are committed to providing high-quality resources that enrich and enhance Religious Education.

Resources may include:

- Sacred texts and religious literature.
- Artefacts, images and multimedia materials.
- Digital platforms and online learning resources.
- Contemporary case studies and current affairs materials.
- Access to local faith communities, places of worship and community organisations.

Resources are reviewed regularly to ensure they remain accurate, inclusive, engaging and reflective of contemporary society.

**Community Links**

Strong partnerships with local communities enrich Religious Education and provide meaningful opportunities for pupils to experience faith and belief in authentic contexts.

QUEST schools actively seek to develop links with:

- Local faith communities and religious organisations.
- Places of worship.
- Community groups and charities.
- Educational and cultural organisations.

Through visitors, visits and collaborative projects, pupils gain first-hand experiences that deepen understanding, promote respect and strengthen community cohesion. These opportunities help pupils recognise their role within local, national and global communities and support our commitment to developing responsible, informed and compassionate citizens.

Monitoring and Review

The Religious Education Subject Leader plays a key role in maintaining high standards across the subject. Through effective leadership and collaboration, they support the continuous development of teaching, learning and curriculum provision.

Monitoring activities may include:

- Reviewing planning and curriculum content.
- Evaluating pupils' work and outcomes.
- Monitoring teaching and learning practices.
- Gathering pupil and staff voice.
- Identifying professional development needs.
- Supporting curriculum improvement and innovation.
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The implementation and impact of Religious Education are reviewed regularly to ensure that provision continues to reflect statutory requirements, educational best practice and the vision and values of QUEST Trust.

Right of Withdrawal

Parents and carers have the legal right to withdraw their child, either wholly or partially, from all or part of Religious Education in accordance with current legislation.

Any parent or carer wishing to exercise this right is encouraged to discuss their concerns with the Headteacher before making a final decision.

Teachers also retain the right to withdraw from teaching Religious Education, although this right is exercised only in exceptional circumstances and in accordance with statutory guidance.