



All Saints' C of E Primary School

Religious Education (RE) Policy 2026-2029

OUR VISION

Our vision is to be a nurturing and inclusive school, proudly reflecting the diversity of our community, where every child is treated as an individual and no matter what their starting point will achieve their true potential within a safe and secure environment.

By the end of their journey, we want our children to be respectful, resilient role-models, having a self-belief in themselves and their abilities, ready to go from strength to strength.

Our Values

All Saints' has an ethos built around our core Christian values of Compassion, Koinonia (community)

and Love. Our key aims are linked to scripture (See full mission statement), culminating in our strap line of '*Growing Stronger Together in God's Love.*'

Compassion	Be kind and compassionate to one another, learning from our mistakes and forgiving others for theirs.
Koinonia (community)	Value and celebrate diversity, welcoming families from all faiths and backgrounds.
Love	The love within our school is one of family and friendship, enabling each child to grow and flourish

1. Vision and Ethos

At All Saints', our vision is to be:

A nurturing and inclusive school, proudly reflecting the diversity of our community, where every child is treated as an individual and, no matter their starting point, will achieve their true potential within a safe and secure environment.

By the end of their journey, we want our children to be respectful, resilient role models, with strong self-belief, ready to go from strength to strength.

This is rooted in our Christian foundation and expressed through our mission:

“Growing Stronger Together in God’s Love.”

Our ethos is shaped by our core Christian values:

- Compassion – “Be kind and compassionate to one another” (Ephesians 4:32)
- Koinonia (community) – valuing belonging, diversity and shared responsibility
- Love – “We love because He first loved us” (1 John 4:19)

Religious Education is central to the distinctive Christian character of All Saints' and reflects the Church of England's vision for education in enabling every child to flourish.

Our RE curriculum:

- reflects our Christian vision and values
- promotes dignity, hope, compassion and community
- values every pupil as uniquely created in the image of God
- prepares pupils to live well together in an increasingly diverse society
- develops religious literacy through academic rigour and respectful dialogue.

Through RE we seek to equip pupils to understand Christianity as a living and diverse global faith whilst developing knowledge and understanding of a wide range of religious and non-religious worldviews.

2. Aims of Religious Education

At All Saints', Religious Education aims to enable pupils to:

- develop a rich understanding of Christianity as a living and diverse global faith
- understand the teachings, life and significance of Jesus Christ

- engage critically with biblical texts and other sources of religious authority
- gain knowledge and understanding of a range of religious and non-religious worldviews
- appreciate diversity both within and between faith traditions
- explore questions of meaning, purpose, identity and belonging
- understand Britain's religious and cultural heritage
- develop religious literacy through theological, philosophical and human/social scientific enquiry
- explore and articulate their own developing worldviews and lived experiences
- foster empathy, generosity, respect and courageous dialogue
- prepare for life as active citizens within a diverse and multicultural society.

As a Church school, we nurture Christians in their faith, encourage those of other faiths and support those with no faith.

3. Definition and Status of RE

Religious Education at All Saints':

- is a core academic subject
- is distinct from Collective Worship
- reflects the Church of England Statement of Entitlement (2026)
- follows the Southwark Diocesan Board of Education RE curriculum
- is taught objectively, critically and pluralistically.

Christianity is the principal religion studied and comprises at least 50% of curriculum time, with the remaining curriculum exploring a carefully sequenced range of religious and non-religious worldviews appropriate to the age, context and diversity of our school community.

4. Curriculum Intent

Our RE curriculum is ambitious for every child and is rooted in our Christian vision of Growing Stronger Together in God's Love.

It enables pupils to flourish through developing:

- substantive knowledge
- disciplinary knowledge
- lived experiences
- religious literacy
- curiosity and critical thinking
- respect for diversity
- understanding of their own identity.

The curriculum is carefully adapted to reflect the unique context and demographics of All Saints', ensuring learning is meaningful and relevant for our diverse community.

Learning is structured through three disciplinary lenses:

- **Believing** (Theology)
- **Thinking** (Philosophy)
- **Living** (Human and Social Sciences)

These golden threads enable pupils to revisit concepts with increasing depth throughout their school journey.

5. Implementation

5.1 Curriculum Structure

We follow the Southwark Diocesan Board of Education curriculum which provides a flexible framework that is carefully adapted to meet the needs of our pupils and local community.

RE is taught:

- weekly through discrete lessons
- for between 5% and 10% of curriculum time
- through carefully planned cross-curricular opportunities where appropriate.

The curriculum is contextualised to reflect the diversity, experiences and uniqueness of our pupils and community.

Learning is enriched through experiences including:

- visits to churches, mosques, temples and other places of worship
- visitors from Christian and other faith communities
- celebration of Christian festivals and significant religious events
- handling authentic religious artefacts
- art, music and drama
- charitable projects and courageous advocacy
- opportunities to engage with the wider curriculum.

These experiences deepen understanding of lived faith and help pupils appreciate religion as it is experienced in everyday life.

5.2 Enquiry-Based Learning

Each unit is built around a rich enquiry question supported by smaller investigative questions.

Learning follows the enquiry cycle:

- Engage
- Enquire and Explore
- Evaluate and Express

This approach develops curiosity, independent thinking and reflective learning.

5.3 Knowledge and Progression

Our RE curriculum is carefully planned so that pupils build their knowledge and understanding over time. As children move through the school, they revisit important ideas and concepts, allowing them to deepen their understanding and make connections with previous learning.

Pupils develop three key areas of learning:

Substantive knowledge

Children learn about the core beliefs, teachings, stories, practices and vocabulary of Christianity and other religious and non-religious worldviews. This gives them a secure understanding of different faiths and beliefs.

Disciplinary knowledge

Children learn how to think like theologians, philosophers and social scientists. They are encouraged to ask thoughtful questions, investigate different viewpoints, interpret religious texts and artefacts, evaluate evidence and reflect on their own thinking. These skills help them become increasingly confident and religiously literate learners.

Lived experiences

Children explore how beliefs and values influence the everyday lives of individuals and communities. They learn that people express their faith and beliefs in different ways and are encouraged to reflect on their own experiences, values and developing worldview with respect and openness.

Learning follows a **spiral curriculum**, meaning that important concepts are revisited throughout each year group with increasing depth and complexity. This approach helps children remember what they have learned, make meaningful connections across topics and develop a deeper understanding as they grow.

5.4 Teaching and Learning

Teachers provide engaging, inclusive and academically rigorous learning through:

- high-quality discussion and dialogue
- theological enquiry
- philosophical questioning
- investigation of lived religion
- authentic religious artefacts
- sacred texts
- visual sources
- artwork
- music
- digital media
- visitors and first-hand experiences.

Learning includes opportunities to:

- handle religious artefacts
- compare beliefs and practices
- engage in respectful discussion and debate
- undertake independent enquiry
- respond creatively through drama, art, music and storytelling
- produce both shorter and extended written responses
- make meaningful cross-curricular connections where appropriate.

5.5 Inclusion

RE is inclusive by design and reflects our Christian commitment to dignity, belonging and human flourishing.

We aim to ensure every child can access a high-quality RE education regardless of need, background or starting point, enabling every pupil to flourish academically, spiritually and personally.

Teachers support all learners through:

- adaptive teaching
- scaffolding
- vocabulary development
- visual supports
- oracy
- practical resources.

Teaching is sensitive to:

- pupils' faith backgrounds
- refugee and migrant experiences
- personal beliefs
- family circumstances.

Our classrooms provide safe spaces where pupils can respectfully explore ideas without being expected to disclose personal beliefs.

Religious Education makes a significant contribution to pupils' Spiritual, Moral, Social and Cultural development.

Spirituality is intentionally nurtured through our **Windows, Mirrors and Doors** approach:

- **Windows** — encountering God's world, Christianity and other worldviews.
- **Mirrors** — reflecting upon beliefs, identity, values and lived experiences.
- **Doors** — responding through action, compassion, justice and courageous advocacy.

5.6 Staff Expertise

High-quality Religious Education depends upon knowledgeable and confident staff.

All new staff receive induction through the school's bespoke All Saints' RE Manual, ensuring consistency of expectations and teaching approaches.

Ongoing professional development includes:

- coaching from the RE Leader
- diocesan training
- moderation
- professional dialogue
- curriculum development
- engagement with national and diocesan guidance.

6. Impact

6.1 Assessment

Assessment is integral to teaching and learning.

Teachers assess what pupils:

- know
- remember
- understand
- can apply.

Strategies include:

- retrieval practice
- questioning
- quizzes
- discussion
- extended writing
- creative responses.

6.2 Assessment Across the Three Lenses

Children's learning in Religious Education is assessed across the three main areas of the curriculum: Believing, Thinking and Living. This ensures that assessment reflects not only what pupils know, but also how they think about religion and worldviews and how they understand the impact of beliefs on people's lives.

Believing (Theology)

Children demonstrate their understanding of the beliefs, teachings, sacred texts and key sources of authority within Christianity and other religious and non-religious worldviews. They learn how these beliefs influence the lives of individuals and communities.

Thinking (Philosophy)

Children are encouraged to ask thoughtful questions, explore different viewpoints and reflect on life's big questions. They develop their ability to explain their ideas, justify their opinions using evidence and engage respectfully with the views of others.

Living (Human and Social Sciences)

Children explore how beliefs and values are lived out in everyday life by individuals and communities. They learn about different traditions, practices and lived experiences, developing empathy, respect and an appreciation of the diversity found within and between different worldviews.

By assessing learning across these three areas, teachers gain a clear picture of each child's knowledge, understanding and ability to think critically. This helps to identify next steps in learning and ensures that every pupil continues to make progress and flourish in Religious Education.

6.3 Progress

Progress is demonstrated through increasing:

- religious literacy
- disciplinary understanding
- theological vocabulary
- independence
- depth of enquiry.

6.4 Moderation and Monitoring

We **aim** to undertake termly moderation to ensure consistency and accuracy of assessment.

Monitoring includes:

- lesson visits
- learning walks
- book scrutiny
- planning scrutiny
- pupil voice
- staff discussion
- assessment information.

The outcomes of monitoring inform:

- future curriculum planning
- staff professional development
- school improvement priorities
- curriculum refinement
- future development of Religious Education.

6.5 Recording Learning

Evidence includes:

- RE books
- floor books in EYFS and Year 1
- Tapestry in EYFS
- displays
- photographs
- pupil voice

6.6 Outcomes

By the time pupils leave All Saints' they are:

- religiously literate
- confident communicators
- respectful of diversity
- thoughtful and reflective
- spiritually aware
- academically prepared for future RE learning
- equipped to contribute positively to modern Britain

7. Roles and Responsibilities

RE Leader

- leads curriculum development
- supports teaching
- monitors standards
- provides staff development
- ensures alignment with diocesan and Church of England guidance.

Senior Leaders

- prioritise RE
- allocate appropriate curriculum time
- ensure resources and staffing
- promote continuous improvement.

Governors

Governors monitor Religious Education through reports, visits and discussions with leaders and pupils.

Using this evidence they evaluate:

- the quality of teaching
- curriculum implementation
- pupil outcomes
- statutory compliance
- the impact of Religious Education in living out the school's Christian vision.

Their evaluations inform strategic decision-making and future school improvement.

Teachers

Teachers deliver engaging, inclusive and challenging Religious Education while promoting respectful dialogue and high expectations.

Parents and Carers

Parents are encouraged to support their children's learning through engagement with school events, enrichment opportunities and discussions about faith, beliefs and values.

Pupils

Pupils engage respectfully, think critically, ask questions and reflect thoughtfully on their own developing worldviews.

8. Right of Withdrawal

Parents have the legal right to withdraw their child from all or part of Religious Education.

However, as a Church of England school, Religious Education is a central and distinctive part of our curriculum and an expression of our Christian vision. It is an academic subject, distinct from Collective Worship, which develops knowledge, understanding, critical thinking and respect for people of all faiths and none.

We therefore encourage full participation in RE as part of our commitment to providing a broad, balanced and inclusive education for every child.

Parents considering withdrawal are invited to discuss any concerns with the Headteacher so that the nature and purpose of Religious Education can be fully explained, and explored, before a decision is made.

9. Monitoring and Review

This policy will be reviewed regularly in line with:

- Church of England Statement of Entitlement (2026)
- Southwark Diocesan Board of Education guidance
- SIAMS Inspection Framework
- statutory requirements
- school improvement priorities.

10. Linked Documents

- Southwark Diocesan Board of Education RE Guidance
- Church of England Religious Education Statement of Entitlement (2026)
- SIAMS Inspection Framework
- All Saints' RE Manual
- Collective Worship Policy
- Spirituality Policy
- Vision and Values Statement

Final statement

Through Religious Education, we seek to live out our vision *of Growing Stronger Together in God's Love*, enabling every child to flourish academically, spiritually and personally. Guided by our Christian values of Compassion, Koinonia and Love, and inspired by Proverbs 22:6, Luke 1:37, 1 John 4:19–21 and Ephesians 4:32, we strive to develop religiously literate young people who are confident, compassionate and equipped to contribute positively to God's diverse world.