PDET

Religious Education Policy

This is a Trust Policy– details specific to individual schools and their procedures are added by the school in the *Appendix.* (*For a copy of the policy for a specific school which includes the Appendix – see the individual school website).*

Date	Revision & Amendment Details	By Whom
February 2025	No changes required. Approved	Education Committee
May 2026	Reviewed and updated by Jane Lewis, DBE. Approved	Education Committee

CONTENTS

1	Our Vision	3
2	Introduction	3
3	Vision and Theological Foundation	3
4	Legal Framework and Statutory Context	4
5	Purpose and Aims of Religious Education	4
6	Curriculum Entitlement and Balance	4
7	Curriculum Structure and Planning	5
8	Teaching and Learning	5
9	Assessment, Recording and Reporting	5
10	Inclusion and Equality	6
11	Right of Withdrawal	6
12	Leadership, Governance and Accountability	6
13	Policy Review	7
Appendix 1 – School Specific Information		8

1. Our Vision

Peterborough Diocese Education Trust's (the Trust) vision is:

"For every child, within our Trust, to experience an excellent education and to realise their God-given potential to flourish"

and each school within the Trust has their own vision linked to this. An individual school's vision is set out in the appendix to this policy (the *Appendix*).

2. Introduction

Religion and worldviews continue to shape personal identity and public life both locally and globally. The 2021 Census, published by the Office for National Statistics, reported that 46.2% of the population in England and Wales identified as Christian, 37.2% reported no religion, 6.5% identified as Muslim, 1.7% as Hindu, 0.9% as Sikh, 0.5% as Buddhist, 0.5% as Jewish, and 0.6% with other religions.[1]

Globally, religion remains a significant and enduring aspect of human life. Around three-quarters of the world's population identify with a religion. Christianity is the largest world faith, with approximately 2.3 billion adherents (around 30% of the global population), alongside around 1.9 billion Muslims (24%), 1.2 billion Hindus (15%), and smaller but significant populations of Buddhists, Sikhs and Jews. Approximately a quarter of the global population identifies with no religion. This global context reinforces the importance of Religious Education in helping children to understand both the diversity and the shared dimensions of human belief and practice.[2]

In this diverse and multi-secular context, Religious Education is an academically rigorous and socially vital subject. It equips children to understand the beliefs, practices and worldviews that shape society and prepares them for life in a plural democracy.

3. Vision and Theological Foundation

Religious Education in this Church school is an expression of its theologically rooted Christian vision. In the Diocese of Peterborough, we are committed to "*Education for life, deeply Christian, serving the common good"*, and RE plays a central role in realising that commitment.

In line with the Church of England's Vision for Education, RE contributes to the flourishing of every child and upholds the dignity and worth of each individual.

RE is a core academic subject. It enables children to develop a secure and well-informed understanding of Christianity as a living and diverse global faith, while cultivating respect for the integrity of other religious and non-religious worldviews and for the freedom of belief of every person.

The school recognises the importance of a high-quality induction process for all new parents and carers. This includes clear communication about the school's Christian vision, values and distinctiveness, and the role of Religious Education within that vision. Through this induction, parents and carers are supported to understand the school's commitment to educating for life in a way that is deeply Christian, academically rigorous and inclusive of all. This includes creating space for children's personal and spiritual development, and for the respectful recognition and celebration of a wide range of religious and non-religious worldviews.

[1] *Religion, England and Wales: Census 2021*, published 29 November 2022.
[2] Pew Research Center, *How the Global Religious Landscape Changed from 2010 to 2020*, published 2025.

This shared understanding strengthens partnership between home and school and ensures that the distinctive character of the school is both understood and lived out in community.

4. Legal Framework and Statutory Context

Religious Education is distinct from Collective Worship and is not counted as Collective Worship time.

The RE curriculum is based on the Diocese of Peterborough Diocesan Syllabus for Religious Education (2024) and provision meets the *Church of England Statement of Entitlement for Religious Education (January 2026).*

5. Purpose and Aims of Religious Education

The principal aim of Religious Education in the Diocese of Peterborough is:

To enable children to become religiously literate, so that they are able to hold balanced, informed and meaningful conversations about religion and worldviews in the multi-religious and multi-secular world in which they live.

Religious literacy includes secure disciplinary knowledge, conceptual understanding and the ability to engage critically, respectfully and thoughtfully with religious and non-religious worldviews.

RE enables children to:

- Engage meaningfully and critically with learning that helps them make sense of the diverse religious and non-religious landscape of contemporary society.
- Understand Christianity as a living and diverse faith.
- Gain knowledge of a range of religious and non-religious worldviews.
- Engage spiritually with questions of meaning and purpose.
- Develop disciplinary knowledge through theology, philosophy and the human and social sciences.
- Reflect on and articulate their own developing worldviews respectfully.

By the end of their education in a Church school, children should be able to:

- Give a theologically informed account of Christianity as a living and diverse faith.
- Demonstrate informed and respectful understanding of other religious and non-religious worldviews.
- Engage in meaningful and respectful dialogue across difference.
- Reflect critically and responsibly on their own convictions.

6. Curriculum Entitlement and Balance

All children in Reception to Year 6 are entitled to a high-quality RE curriculum.

The RE curriculum in each school:

- Is well-sequenced, balanced and ambitious.
- Reflects the school's context while fully meeting the expectations of the Church of England Statement of Entitlement (January 2026).
- Aligns with the National Content Standard for Religious Education (2023).
- Is delivered in an objective, critical and pluralistic manner.

Range of Worldviews

Christianity is the main religious worldview studied, constituting at least 50% of curriculum time in each year group or phase. In addition, children study a range of religious and non-religious worldviews. The curriculum recognises and explores diversity within and between traditions, including continuity and change across time, place and culture.

Curriculum Time

Sufficient dedicated curriculum time is allocated to RE. This:

- Represents no less than 5% of curriculum time in Key Stages 1–2 and aims towards 10% of curriculum time where possible.
- Is distinct from time allocated to Collective Worship.

7. Curriculum Structure and Planning

The Diocese of Peterborough Diocesan Syllabus for Religious Education (2024) forms the basis of curriculum planning.

The curriculum:

- Is coherently sequenced from EYFS to the end of the relevant phase.
- Enables children to build substantive and disciplinary knowledge over time.
- Aligns with the National Content Standard for Religious Education (2023).
- Provides opportunities for children to explore and articulate their developing worldviews.

Planning and assessment are informed by diocesan end-of-unit and end-of-phase outcomes where applicable.

8. Teaching and Learning

Teaching in RE is academically rigorous and delivered in an objective, critical and pluralistic manner.

The curriculum is structured through three elements:

- Making sense of beliefs
- Understanding the impact
- Making connections

RE draws explicitly on theology, philosophy and the human and social sciences, enabling children to develop disciplinary knowledge and religious literacy.

Classrooms are characterised by psychological safety, enabling children to engage in respectful dialogue, explore personal worldviews and encounter diverse perspectives with integrity. Academic challenge is balanced with dignity and respect.

9. Assessment, Recording and Reporting

Assessment in RE is rooted in the curriculum and reflects the knowledge and understanding children are expected to develop.

Assessment supports progress in:

- Substantive knowledge
- Disciplinary knowledge
- Personal reflection and reasoning

Assessment information informs curriculum development, teaching and inclusion. Achievement in RE is reported to parents in line with statutory requirements.

10. Inclusion and Equality

All children are entitled to high-quality RE and to achieve well, irrespective of background or educational need.

The curriculum:

- Is accessible to children with SEND.
- Promotes dignity, respect and mutual understanding.
- Avoids stereotyping and prejudice.
- Reflects diversity within and between worldviews.

The school fulfils its responsibilities under the Public Sector Equality Duty.

11. Right of Withdrawal

Parents and carers have the legal right to withdraw their child from Religious Education, in whole or in part, by written request.

Requests for withdrawal are actioned without delay. The school remains responsible for the supervision and safety of children who are withdrawn. Where parents exercise their right of withdrawal, responsibility for providing alternative Religious Education rests with them. Any materials provided by parents will be undertaken independently during the timetabled RE session. Children who are withdrawn from Religious Education will not be directed to complete alternative curriculum subjects or attend academic interventions during RE time. Withdrawal from RE does not result in the substitution of additional English, mathematics or other curriculum provision.

The school will review arrangements for withdrawal on a regular basis, in dialogue with parents or carers, to ensure that the decision remains appropriate and that the children's educational development and welfare are fully considered.

Teachers may exercise their right to withdraw from teaching RE, except where they have been specifically employed to teach RE. Any such request is made in writing to the headteacher.

12. Leadership, Governance and Accountability

RE Subject Leader

The RE Subject Leader provides professional leadership for Religious Education across the school. The RE Lead:

- Leads the development, implementation and review of the RE curriculum.
- Ensures progression and coherence across phases and year groups.
- Supports staff in planning, subject knowledge and pedagogy.

- Promotes the use of theology, philosophy and the human and social sciences within RE.
- Monitors teaching, learning and assessment in line with agreed school systems.
- Evaluates standards and identifies priorities for improvement.
- Oversees the organisation and quality of RE resources.
- Engages with diocesan training and networks to maintain subject expertise, when appropriate.
- Contributes to self-evaluation and preparation for SIAMS and other external review.

Senior Leadership

Senior leaders ensure that:

- RE maintains a high profile and priority as an academic subject.
- RE is clearly distinct from Collective Worship.
- The curriculum is well sequenced, balanced and reflective of the school's context.
- Sufficient curriculum time and appropriate resourcing are allocated.
- Staff expertise is developed through professional development.
- Effective systems are in place to monitor and evaluate standards in RE.

The Trust

The Trust provides strategic oversight of Religious Education. Through the procurement of the services of the Diocesan School Consultants, it ensures that:

- RE meets statutory and designation requirements (Trust Deed, Agreed Syllabus or funding agreement).
- Christianity constitutes at least 50% of curriculum time in each year group or phase.
- Curriculum time, staffing and resources are sufficient to secure strong outcomes for children
- Monitoring focuses on standards, curriculum quality, inclusion and staff development.

External Accountability

The effectiveness of RE is evaluated through SIAMS inspection. Ofsted may consider RE within its inspection framework in VC schools.

13. Policy Review

This policy is reviewed at least every three years.

Appendix 1 – School Specific Information

[the appendix needs to be tailored to reflect what you do in your own school]

Name of School:

Name of Headteacher:

Name of RE Subject Leader:

Our School Vision and Values:

[Add including biblical underpinning]

Local Context

*[xxx **school** is a small / large urban / rural primary school, serving children in the age range…*

- *We welcome the diversity of our families and we intend to be sensitive to the home background of each child.*
- *We have close links with xxx Church and the vicar and members of the congregation support RE and Collective Worship through……..*
- *We also have close links with the local community. This includes welcoming visitors to the school from a variety of religious and non - religious backgrounds to support RE lessons and talk to the children such as……..*
- *Children also experience visits to diverse places of worship. All such visits are fully educational in nature and no confessional religious practice takes place.*
- *We are able to visit _____ and _____ in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in RE. We aim to use this valuable resource for all classes. Children will have the opportunity to make the following visits during their time here.*

  Year R
  Year 1
  Year 2
  Year 3
  Year 4
  Year 5
  Year 6

  The RE Subject Leader supports the organisation of these educational visits (in addition to the Educational Visits Coordinator).

- *Children also have the opportunity to experience the celebration of different cultures and festivals other than their own, within RE and other areas of the curriculum and Collective Worship.]*

Time Allocation

At xxx school we organise our RE time as follows…,,

[Add details or add the "RE Curriculum Overview" as an appendix]

(NB - RE entitlement is totally separate from requirements for Collective Worship. Collective Worship must not be considered curriculum time for RE or the teaching of RE.)

Teaching and Learning Styles

We ensure that a variety of teaching and learning styles are adopted by teachers in RE to allow access by all children. The variety enables children to encounter their preferred learning style as well as to develop a broad repertoire. The teaching and learning styles used promote a range of skills such as thinking skills, reasoning, enquiry and research.

Examples of active learning strategies and activities, which we use, are [make specific to the school]:

- *[Dramatic conventions;*
- *Group work;*
- *Individual reflection;*
- *Use of music and art;*
- *Artefact handling;*
- *Multi - sensory approaches;*
- *Visits and visitors;*
- *Use of ICT and Multi Media;*
- *Use of photos, posters, DVDs.]*

Quality Assurance

[In this section include what the school does such as: monitoring by a Diocesan Schools Consultant or the RE Adviser; moderation of child RE work with other RE Subject Leads; Governor monitoring; completing a SIAMS / RE self-evaluation and applying for REQM status awards]

Resources

[A wide range of resources are in place for each theme / unit within RE. These are all individually boxed according to religion and a list of contents for each resource box is displayed on the front of each box. A master copy is given to each teacher to put into their RE files. Resources are stored in xxx, and should be returned after use.

In addition, there is also a bookrack where a selection of posters and 'big books' can be found to complement themes within RE.

The school has invested in new books, religious artefacts, DVDs, picture packs and posters, and staff may need to familiarise themselves with the new materials. We maintain an RE story shelf in the library, which offers many stories from different traditions. Teachers may choose to use these in RE. There is a range of RE 'big books' which can be used across the age range as well.

Staff are invited to suggest gaps in the resources for future spending.]