



RELIGIOUS EDUCATION POLICY

Let all that you do be done in love.
1 Corinthians 16:19

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Vision, Values and Inclusion Statement

Rooted in our Christian faith, we believe everybody is uniquely made in the image of God, deeply valued and loved. We are committed to nurturing the whole child – academically, socially, emotionally, and spiritually – so that all can achieve their full potential. Through an ambitious, enriching curriculum and excellent teaching, we lay the foundations for lifelong learning and personal growth, preparing children to live life in all its fullness.

We aim to inspire our children to believe in themselves and in one another – encouraging resilience, hope, and a sense of purpose. We care for and respect each other, creating a safe, inclusive and compassionate community where diversity is celebrated and everyone's voice is heard and every story matters. United in faith and fellowship, we recognise that we are stronger together – learning, growing and flourishing side by side.

Our RE curriculum makes a distinctive contribution to this vision. It enables pupils to explore questions of faith, belief, meaning, purpose, identity and belonging, while developing the knowledge and skills needed to understand the religiously and culturally diverse world in which they live.

Through RE, pupils encounter Christianity as a living, diverse and global faith, alongside a range of religious and non-religious worldviews. They are encouraged to think deeply, ask thoughtful questions, examine evidence, listen respectfully to different perspectives and develop their own emerging worldviews.

RE therefore supports our commitment to children flourishing academically, spiritually and personally, whilst developing the respect, compassion, curiosity, resilience and sense of purpose expressed through our Christian vision.

The purpose of Religious Education

Religious Education has a high-profile and distinctive place within the curriculum at St Andrew's. It is an **academic subject** which contributes to pupils' religious literacy, spiritual development and understanding of themselves and others.

The Church of England's 2026 Statement of Entitlement states that RE in Church schools should enable pupils to engage meaningfully and critically with the multi-religious and multi-secular world in which they live; understand Christianity as a diverse global living faith; develop knowledge of religious and non-religious worldviews; explore questions of meaning and purpose; and develop disciplinary knowledge which equips them to become religiously literate.

At St Andrew's, RE enables pupils to:

- develop a rich and well-informed understanding of Christianity as a living, diverse and global faith;

- develop knowledge and understanding of a range of religious and non-religious worldviews;
- explore how beliefs, texts, practices, rituals and values influence individuals and communities;
- understand that there is diversity within and between religious and non-religious worldviews;
- explore significant questions about meaning, purpose, truth, identity, belonging and what it means to be human;
- develop religious vocabulary and religious literacy;
- develop disciplinary knowledge through **theological, philosophical and human/social science approaches**;
- interpret and respond to religious and non-religious sources, including biblical texts;
- develop skills of enquiry, analysis, interpretation, evaluation and reflection;
- engage respectfully and thoughtfully with people whose beliefs and worldviews differ from their own;
- articulate and reflect upon their own developing religious, non-religious, spiritual and philosophical worldviews;
- challenge stereotypes and misconceptions about religion and belief;
- appreciate the diversity of Christianity and other religious traditions both locally and globally;
- develop compassion, respect and understanding for others;
- consider how beliefs influence the way people live and make decisions;
- develop the confidence to ask difficult questions and engage in meaningful dialogue.

RE and our Christian Distinctiveness

As a Church of England school, our RE curriculum reflects our Anglican foundation and is rooted in our Christian vision.

Christianity is the main religious worldview studied in RE and is given at least 50% of curriculum time, in accordance with the 2026 Church of England Statement of Entitlement. Pupils encounter Christianity through the exploration of biblical texts, Christian beliefs, theological concepts, practices, traditions and the lived experiences of Christians in different contexts.

We particularly value opportunities for pupils to explore Christianity as a global faith, recognising the diversity of Christian belief and practice across cultures, communities and denominations.

Our RE curriculum is therefore not intended to promote or require personal religious belief. RE is taught objectively and respectfully, enabling pupils to develop knowledge and understanding of Christianity alongside a range of religious and non-religious worldviews. Pupils are encouraged to explore different beliefs and perspectives, recognise diversity within and between worldviews, ask thoughtful questions and develop their own responses without pressure to adopt a particular position.

RE and Collective Worship are complementary but distinct. Collective Worship provides opportunities for the school community to worship, reflect and respond within our Christian foundation. RE is an academic subject in which pupils develop knowledge, understanding and disciplinary skills. The 2026 Church of England Statement explicitly requires RE to remain separate from Collective Worship.

Curriculum framework

At St Andrew's, we follow **Questful RE**, the Blackburn Diocesan Board of Education's RE syllabus, which is recommended for use within the Liverpool Diocese context. Questful RE provides an enquiry-based and balanced curriculum through which pupils explore Christianity, world faiths and worldviews.

Questful RE supports our curriculum intent through:

- an enquiry-based approach;
- explicit teaching of Christian concepts;
- exploration of God's big salvation story;

- opportunities to engage with biblical texts;
- systematic development of religious vocabulary;
- opportunities to explore world faiths and worldviews;
- meaningful questions about meaning, purpose, truth, values, identity and belonging;
- opportunities for pupils to reflect on their own developing worldviews;
- opportunities to encounter lived religion and authentic faith communities.

We supplement Questful RE where appropriate with high-quality resources, including Understanding Christianity, biblical resources, artefacts, visitors, visits to places of worship and resources that enable pupils to encounter diverse lived religious experiences.

Curriculum content and balance

Our RE curriculum is carefully sequenced from Reception to Year 6, ensuring that pupils build knowledge and understanding over time.

Christianity

Christianity forms the main religious worldview studied throughout the curriculum. Pupils progressively develop their understanding of:

- God;
- Creation;
- the Bible;
- Jesus;
- Incarnation;
- Salvation;
- the Holy Spirit;
- the Church;
- prayer and worship;
- Christian beliefs and practices;
- Christian festivals;
- Christian values and ways of living;
- Christianity as a diverse global faith.

The curriculum enables pupils to revisit key concepts and biblical narratives so that their understanding becomes increasingly deep and connected.

Religious worldviews

Pupils study a range of religious worldviews, including appropriate units relating to **Judaism, Islam, Hinduism, Sikhism and Buddhism**, as well as opportunities to explore other traditions where these are relevant to the curriculum and our local context.

Teaching recognises that each religious tradition is diverse and that individuals within a tradition may hold different beliefs and practise their faith in different ways.

Non-religious worldviews

As pupils progress through the school, they also encounter non-religious worldviews, where appropriate, enabling them to understand that people may develop philosophical, ethical and spiritual perspectives without belonging to a religion.

This reflects the 2026 Statement's expectation that pupils gain knowledge and understanding of both religious and non-religious worldviews.

Disciplinary knowledge

A key feature of our RE curriculum is the development of disciplinary knowledge – learning **how we know** about religion and worldviews, rather than simply accumulating facts.

Pupils progressively use different disciplinary lenses, including:

Theology: Pupils explore questions about God, belief, biblical texts, doctrine, religious concepts and how believers understand their faith.

Philosophy: Pupils explore questions about meaning, truth, knowledge, existence, morality and what it means to live a good life. They learn to construct arguments, consider different viewpoints and justify their thinking.

Human and Social Sciences: Pupils explore religion as it is lived by individuals and communities. They consider practices, rituals, identity, belonging, culture and the ways in which religion influences people's lives and societies. These approaches enable pupils to become increasingly religiously literate, analytical and thoughtful learners. The 2026 Statement specifically identifies theology, philosophy and human/social sciences as important ways of knowing within RE.

Teaching and learning

RE is taught as a discrete curriculum subject through appropriately sequenced units of work.

Teaching will:

- build systematically on prior knowledge;
- explicitly teach key vocabulary;
- use accurate and age-appropriate subject knowledge;
- address misconceptions and stereotypes;
- make appropriate use of biblical and other religious texts;
- provide opportunities to examine artefacts and sources;
- use high-quality images and resources;
- include discussion, questioning and debate;
- provide opportunities for independent and collaborative learning;
- develop pupils' ability to explain, interpret, analyse and evaluate;
- provide opportunities for reflection;
- enable pupils to encounter the lived experience of faith through visitors and visits where appropriate;
- enable pupils to articulate their own responses while maintaining the distinction between personal reflection and academic RE.

Curriculum time

St Andrew's recognises RE as a high-profile subject and provides **sufficient dedicated curriculum time** to meet the requirements of the Church of England Statement of Entitlement.

Our RE curriculum provides 38 hours of dedicated RE teaching across the academic year, supplemented by additional opportunities to develop religious literacy and understanding through:

- religious festivals;
- visits and visitors;
- visits to places of worship;
- special RE days or afternoons;
- links with our local church;

- exploration of the faiths and worldviews represented within our school community;
- appropriate cross-curricular opportunities.

These additional experiences enhance rather than replace the dedicated RE curriculum.

Inclusion and accessibility

At St Andrew's, teachers adapt teaching and resources so that all pupils can access ambitious RE learning.

This may include:

- carefully selected and adapted resources;
- explicit teaching of vocabulary;
- visual and concrete resources;
- scaffolding;
- appropriate questioning;
- additional adult support;
- alternative ways of recording learning;
- opportunities for discussion and oral rehearsal;
- appropriate use of technology;
- chunking and revisiting knowledge;
- consideration of individual sensory, communication and learning needs.

Adaptation should support access to the same ambitious curriculum wherever possible rather than unnecessarily reducing the intellectual demand of the subject.

RE and personal worldviews

RE provides pupils with opportunities to explore and reflect upon their own developing worldviews. Pupils may be Christian, belong to another faith, identify with no religion, or still be developing their understanding of belief and spirituality.

All pupils are encouraged to:

- express their ideas respectfully;
- listen to others;
- recognise that people may interpret the same questions differently;
- reflect upon their own experiences and perspectives;
- consider how their thinking may develop as a result of learning;
- distinguish between personal opinion and evidence-based understanding.

Assessment

Assessment in RE focuses on what pupils know, understand and can do. Teachers assess:

- substantive knowledge – what pupils know about religions and worldviews;
- disciplinary knowledge – how pupils investigate, interpret, analyse and evaluate;
- religious vocabulary and literacy;
- pupils' ability to make connections between ideas;
- pupils' ability to use evidence and sources appropriately;
- pupils' ability to explain and evaluate different viewpoints.

Assessment is ongoing and informs subsequent teaching. Pupils are not formally assessed on their personal beliefs or worldview. Their personal responses may be explored through discussion and reflection, but these are not judged according to whether they agree with a particular religious or non-religious position.

Monitoring and evaluation

As part of their subject leader role the RE Coordinators with support from SLT will:

- Create an annual action plan for the development of RE. This plan will be evaluated on a termly basis.
- Undertake specific monitoring activities including learning walks, discussions with pupils, lesson observations and learning scrutiny.
- Provide support and guidance for new members of staff, in particular NQTs, so that they can feel confident to teach and deliver RE to the standards required for our Church school.
- Provide feedback from courses and RE cluster meetings in order to ensure that staff are kept informed and up to date with the latest developments and feel equipped to deliver and teach RE lessons to the best of their ability.
- Produce a subject leader report annually for governors.

Links with Church and the community

As a Church of England school, we value strong relationships with our local church and wider community.

Where appropriate, pupils have opportunities to:

- visit our local church;
- meet members of the church community;
- encounter Christian worship and practice;
- explore the role of churches within the local community;
- visit other places of worship;
- meet people from different faith and belief backgrounds;
- encounter lived religion rather than learning only from books.

These experiences help pupils understand how beliefs are lived out by individuals and communities.

Spiritual, moral, social and cultural development

RE makes an important contribution to pupils' spiritual, moral, social and cultural development. It provides opportunities for pupils to:

- consider questions of meaning and purpose;
- reflect on their own values and beliefs;
- explore ethical questions;
- develop empathy and respect;
- understand different cultures and communities;
- challenge prejudice and stereotypes;
- appreciate diversity;
- develop confidence in expressing their ideas;
- listen to and learn from people with different perspectives.

In this way, RE contributes directly to our vision of developing children who are compassionate, resilient, hopeful, respectful and purposeful and who are prepared to live life in all its fullness.

Legal position and the right of withdrawal

Religious Education is a statutory part of the curriculum and is provided for all registered pupils, including pupils in Reception.

As a Church of England school, our RE provision reflects our Anglican foundation and is consistent with the requirements of our academy funding agreement and the Church of England Statement of Entitlement. Parents have a legal right to request that their child be withdrawn from RE. Parents wishing to exercise this right should make the request in writing to the school. The Headteacher will discuss the request with parents/carers so that they understand the nature and purpose of RE and the implications of withdrawal.

Review

This policy will be reviewed regularly to ensure that it continues to reflect:

- the school's Christian vision;
- the Church of England Statement of Entitlement for Religious Education;
- SIAMS expectations;
- relevant statutory requirements;
- the school's curriculum and context;
- developments in RE pedagogy and curriculum practice.

The current Church of England Statement of Entitlement for Religious Education (January 2026) will be used as the principal reference point for the school's RE provision and its evaluation through SIAMS.