



Inspired by Christ - Reaching out to all - Being the best we can be.

ALL SAINTS' C of E PRIMARY SCHOOL(N20)

As Christ the Sower offered his love freely and for all, so at All Saints' we seek to nurture Christ's love and his image in all of our children. Working in partnership with each student, their families and carers, we pledge to help them grow into happy, confident, and independent young people, whose enquiring minds will flourish in the world, seek after the truth, and serve others.

RE Policy

Ratified by the Governing Body: July 2026

Signed	Headteacher	Breda McKelvey
	Chair of Governors	Elaine French

Review Date: July 2027

1. Introduction

This policy is intended to assist staff and pupils in developing a knowledge and understanding of Religious Education and is set within the context of the Church of England Vision for Education, the Church of England Statement of Entitlement for Religious Education and the school's theologically rooted vision and associated Christian values

At All Saints', our Religious Education promotes the spiritual moral, social, cultural and intellectual development of our pupils with our Christian values of friendship, respect, perseverance, forgiveness, honesty and fairness at the heart of everything we do.

Children are taught to appreciate and respect the range of religious and non religious Global identities. By instilling the sense of 'Beloved Belonging', our learners work within the pedagogical intent of the LDBS Curriculum through the C.A.R.E Model.

C – Curiosity

The curious mind: Always asking questions and wanting to learn.

A – Ask Questions

Ask questions and explore: Using a questioning voice to find out more.

R – Reflect

Reflect and think: Thinking carefully and critically about ideas and choices.

E – Explore Difference

Explore differences: Looking at how people's worldviews shape the way they think about and understand the world.

2. What is RE?

RE is a core academic subject in church schools that enables pupils to develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. The subject provides all pupils with the opportunity to ask questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Taken from the Religious Education in Church of England Schools (January 2026)-

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- 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.
- 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.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- 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.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

3. Curriculum balance and time

Reflecting the school's trust deed or academy articles of association and funding agreement, parents and pupils are entitled to expect that, in Church schools, Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, however organised, should be committed to the delivery of RE. This should aim to be close to 10% but must be no less than 5% in key stages 1-4.

By following the LDBS Curriculum Map we ensure that we are fulfilling the time allocation.

RE at All Saints' N20 is seen as a core academic subject and as such is given the same status as other core subjects within the National Curriculum and the school's theologically rooted vision. RE is taught on Monday afternoons.

Schools must take note that the 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.

4. Legal requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request (or their own request if aged 18 or over). (DfE Circular 1 / 94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

The law relating to Religious Education for pupils who are not yet in Key Stage One is different from that relating to subjects of the National Curriculum. As Religious Education must be taught to 'all registered pupils at the school', it includes pupils in reception classes, but not those in nursery classes.

The school must grant without question any request from a parent to withdraw their child. To enable clear communication, requests are to be made to the headteacher in writing, by email. Parents are not required to give their reasons for wanting to withdraw their child.

5. The intent of the LDBS syllabus

Religious Education within the LDBS syllabus is a core curriculum subject that is central to enabling pupils to flourish. It equips them with the substantive, disciplinary and personal knowledge needed to understand religious and non-religious worldviews and their significance in the contemporary world. RE supports pupils to engage critically with complex ideas, explore questions of meaning and purpose, and develop the religious literacy needed to live well together in a diverse and pluralistic society.

The LDBS syllabus is taught through clearly structured units of learning which:

- Encourage curiosity for knowledge, wisdom and understanding.
- Enable critical thinking and the ability to ask deep and meaningful questions.
- Are rooted in strong subject knowledge and key theological and conceptual content.
- Draw explicitly on the Ways of Knowing - theology, philosophy, and the human and social sciences.
- Are carefully sequenced to ensure progression in both knowledge and skills.
- Revisit core concepts across the primary years to deepen understanding and support long-term learning.
- Offer motivating, engaging and creative learning experiences for all pupils.
- Provide purposeful opportunities to develop empathy and understanding towards people with similar or differing religious and non-religious worldviews.
- Encourage all pupils to develop their own personal worldview.

Implementation: Enquiry as the core pedagogical approach

Within each unit, learning typically follows a clear enquiry cycle:

- Enquire – engaging with a big question and carefully sequenced subsidiary questions.
- Investigate / Explore – deepening subject knowledge through texts, talk, encounter and experience.
- Evaluate / Communicate – analysing meaning, significance and impact on individuals and communities.
- Reflect / Express – articulating informed personal responses grounded in secure learning.

This enquiry-based pedagogy ensures coherence, depth and progression and underpins all high-quality teaching of RE within LDBS schools.

Teaching Religious Education in the Early Years Foundation Stage (EYFS)

Religious Education is a statutory requirement in Reception and forms a valued and intentional part of learning in both Nursery and Reception. In the Early Years Foundation Stage, RE is taught in ways that are developmentally appropriate and closely aligned with Development Matters and the EYFS statutory framework.

RE contributes primarily to Understanding the World, particularly through the strands of *People, Culture and Communities* and *Past and Present*. Teaching supports children to notice similarities and differences between people, communities and traditions; to talk about their own experiences and those of others; and to begin to make sense of stories, celebrations, places and practices they encounter.

In line with Development Matters, RE in the EYFS:

- Starts from children's lived experiences of family, belonging, celebrations, stories and the natural world.
- Builds vocabulary through a rich diet of stories, non-fiction texts, songs, rhymes and purposeful talk.
- Develops listening, speaking and thinking through sustained shared conversations.
- Enables children to explore ideas over time, return to interests and begin to make simple connections.
- Learning takes place through a balance of adult-led teaching, carefully planned provision and enhancements, and child-initiated play within continuous provision. Enquiry is introduced through developmentally appropriate 'big questions' that invite curiosity, talk, exploration and imaginative response, rather than abstract interpretation.

Characteristics of Effective Learning

The Characteristics of Effective Learning are central to RE in the EYFS. Teaching intentionally supports children to:

- Play and explore – showing curiosity about people, stories, artefacts and traditions from a range of religious and cultural contexts.
- Actively engage – participating in shared experiences, talk, role-play and creative responses.
- Create and think critically – beginning to make links, ask simple questions and express their own ideas about what they notice and experience.

Teaching is inclusive and responsive, recognising that children arrive with different starting points and a wide range of home experiences, all of which are valued and reflected in the learning environment. By the end of Reception, children will have a secure foundation in key concepts, language and ways of learning in RE, enabling a smooth transition into the more structured disciplinary enquiry of Key Stage 1.

Intended Impact:

Through RE taught in line with the LDBS syllabus and articulated through C.A.R.E., pupils will:

- Hold balanced and well-informed conversations about religious and non-religious worldviews.
- Make good or better academic progress from their starting points.
- Reflect thoughtfully and express informed personal responses, including an increasingly well-articulated personal worldview.
- Develop empathy, respect and understanding of difference.
- Have a growing awareness of the diverse world in which they live.
- Grow in understanding of what it means to live life in all its fullness.

11. Environment and Resources

Religious education will be funded to enable a range of resources on different religions to be purchased, such as books for teachers, pupils and the library; online resources and artefacts. The school makes use of guidance material produced by the Diocese. Funding will also allow, where possible, visits to different places of worship and provide INSET for staff. All resources will be listed, stored, be easily accessible and kept in good condition.

We aim to provide a rich, stimulating and engaging environment in which Religious Education can take place, that fosters deep questioning and thinking. We plan and organise the environment, with a range of tasks and activities that are adapted accordingly, to ensure that all children can access the curriculum, whatever their stage of development and learning need. We promote both independent and collaborative

working. All tasks have equal status in our planning and delivery of the curriculum. We enable children to know how to handle a range of artefacts. We value the importance of hands-on experience with a rich variety of real-life resources, including class trips and visitors. We pride ourselves on the working relationship we have with our parish and work collaboratively with the church and wider community.

12. Planning, assessment, recording, monitoring and evaluation

Teachers use the LDBS units of learning and adapt them so that lessons are tailored to the needs of the specific cohort. The LDBS syllabus is designed to have content that is two thirds Christian and one third other major world faiths. Planning grids are completed at the end of each unit of work.

13. Continued professional development

All Saints' makes full use of the training and professional development opportunities provided by the London Diocesan Board for Schools (LDBS). The Religious Education Lead attends termly briefings to ensure that teaching, learning and curriculum developments remain up to date and reflect current guidance and best practice.

14. Parents and Carers

As a school, we recognise that a strong partnership with parents and carers is essential in helping children flourish. Parents and carers have opportunities to see and celebrate their children's learning through open mornings and parent/carer consultation meetings. Our weekly newsletter also highlights pupils' achievements and showcases examples of the excellent work taking place across the school.

15. Role of the RE subject leader

The subject leader will:

- Ensure that all pupils receive their legal entitlement of Religious Education.
- Ensure RE provision reflects the Church of England Statement of Entitlement.
- To keep up to date with developments in the area of Religious Education through reading, attending LDBS RE network meetings and training and by forming links with other Church of England schools.
- To monitor and evaluate the planning, teaching and assessment of Religious Education across the school in collaboration with the leadership team.
- To support staff in the teaching of Religious Education across the school through team planning, teaching and moderation.
- To lead the review of the policies and impact of the syllabus on raising standards.
- To plan and lead INSET and CPD to build on the staff's knowledge and practice of effective Religious Education teaching.
 - To work closely with the senior leadership team to identify CPD needs of individuals, teams and the whole school.
- To regularly review and keep up to date the school's self-evaluation document for RE that forms part of the SIAMS ongoing self-evaluation document.
- Oversee the RE budget and monitor RE resources to ensure they are kept and stored respectfully and replaced where necessary.

- Ensure there is a school protocol, that covers safeguarding procedures and a suitability process, for when visitors are invited into RE lessons.