



**Religious  
Education Policy**  
(Voluntary Aided Schools)  
January 2026

**PRIMARY  
ADVANTAGE**

SCHOOLS ACHIEVING  
MORE TOGETHER

**Primary Advantage**



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## Policy Amendments

January 2026	<p>The following amendments have been made following a review by the LDBS RE Partner and aligns the policy more closely with the LDBS template policy</p> <ul style="list-style-type: none"> <li>● Removed Discovery RE</li> <li>● Clarified curriculum balance (60%)</li> <li>● Reframed references to theological framework</li> <li>● Clearly separated RE from Collective Worship</li> <li>● Strengthened legal withdrawal wording</li> <li>● Updated Equal Opportunities</li> <li>● Refined Planning &amp; Assessment</li> <li>● Updated Evaluation to refer to LDBS RE Partner</li> <li>● Aligned Role of the RE Lead with the LDBS template</li> <li>● Clarified Home–School Links without collective worship crossover</li> </ul> <p>School-specific amendments:</p> <p><b>Holy Trinity</b> - rewritten to reflect the school's mission. A section added to describe the distinctiveness as a Church school</p> <p><b>St Matthias:</b>  <i>Rewritten in line with the four tenets of our curriculum.  The values are included alongside their corresponding bible passages.  All previous text has been replaced and our new statement is now aligned with our most up to date school vision and aligned with SIAMs objectives.</i></p> <p><b>St John &amp; St James</b> - addition of section to describe the distinctiveness as a Church School</p> <p><b>St John the Baptist</b> - no changes</p>
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*“Religious Education should enable every child to flourish and to live life in all its fullness.”*  
(John 10:10)

Religious Education in a Church school should help educate for dignity and respect, encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions and worldviews, and for the religious freedom of each person.

### **Church of England Statement of Entitlement for Religious Education (2019)**

## **1. Purpose of the Policy**

The overarching Christian value of the Primary Advantage federation is love. Each school interprets this value through its own theologically rooted vision, reflecting its unique context and community.

This policy outlines the purpose, nature and management of Religious Education (RE) across Primary Advantage Voluntary Aided Church of England primary schools. It reflects the shared vision of RE leaders across the federation and has been developed collaboratively. Implementation of this policy is the responsibility of all leaders and teaching staff and is monitored by the RE Subject Leader.

As Church of England schools, our Christian vision and values underpin all teaching and learning and shape how we live and learn together. We serve diverse communities within a multi-racial, multi-cultural and multi-faith society. Through RE, we nurture understanding, respect and empathy for people of different religious and non-religious worldviews, enabling pupils to flourish and live well together.

This policy should be read alongside federation and school policies for:

- Spiritual, Moral, Social and Cultural Development (SMSC)
- Teaching and Learning
- Behaviour
- Equal Opportunities
- Assessment
- British Values
- Rights Respecting Schools (UNICEF)
- Philosophy for Children

## 2. Aims of Religious Education

Religious Education is taught as a core academic subject. It aims to support children in reflecting upon, developing and affirming their own beliefs, values and attitudes through the exploration of shared human experience and the place and significance of religion and worldviews in the contemporary world.

RE seeks to:

- Ensure pupils flourish through high-quality RE that reflects the Church of England Statement of Entitlement (2019)
- Develop pupils' knowledge and understanding of Christianity as a living, global faith through critical engagement with Biblical texts
- Enable pupils to gain knowledge and understanding of other major world religions and non-religious worldviews
- Provide a safe, inclusive and respectful space for pupils to explore religious, spiritual and philosophical questions
- Develop skills of enquiry, analysis, interpretation, evaluation and reflection
- Promote respect, dignity and understanding across different beliefs and cultures
- Contribute significantly to pupils' spiritual, moral, social and cultural development

## 3. What is Religious Education?

Religious Education enables pupils to develop religious literacy by exploring religions and worldviews within local, national and global contexts. Pupils are encouraged to ask deep and meaningful questions, engage critically with texts and ideas, and express their own informed responses.

RE in Church schools:

- Is academically rigorous
- Encourages critical thinking
- Engages with theology, philosophy and the human and social sciences
- Supports pupils in forming their own views while understanding the views of others

## 4. Legal Requirements

Religious Education must be provided for all registered pupils in full-time education, except those withdrawn at their parents' request (or by pupils themselves if aged 18 or over).

**DfE Circular 1/94 (paras 44 & 49) and Non-Statutory Guidance 2010 (p.28)**

RE must be taught to all registered pupils, including those in Reception, but not those in nursery classes.

Parents have the legal right to withdraw their child from RE, in whole or in part, and are not required to provide a reason. Should a request be made, the Headteacher will meet with parents to discuss the decision and ensure suitable supervision arrangements are made for the child during RE lessons. In line with our Christian vision, we hope that all pupils will fully participate in RE.

## 5. Curriculum Balance and Time Allocation

Religious Education is distinct from Collective Worship. Collective Worship **must not** be counted as curriculum time for RE.

In line with the Church of England Statement of Entitlement:

- RE is allocated 10% of curriculum time, and no less than 5%
- Approximately 60% of teaching time is devoted to Christianity
- The remaining time is dedicated to:
  - Judaism
  - Islam
  - Hinduism
  - Sikhism
  - Buddhism
  - Thematic units incorporating non-religious worldviews

Curriculum coverage is set out in each school's RE curriculum overview.

## 6. How Religious Education is Taught

RE is delivered using the LDBS syllabus, adapted to meet the needs of each school and cohort.

### Intent of the LDBS Syllabus

The syllabus aims to:

- Develop religious literacy
- Enable pupils to live life in all its fullness
- Support critical engagement with religious and non-religious worldviews

Units of learning:

- Are rooted in strong subject knowledge

- Enquire into religions and worldviews through:
  - **Theology** (believing)
  - **Philosophy** (thinking)
  - **Human and Social Sciences** (living)
- Are sequential and progressive
- Encourage empathy, dialogue and deep reflection

## The Enquiry Process

Each unit follows a clear enquiry-based structure:

1. **Enquire** – Engage with a big question
2. **Investigate / Explore** – Learn about beliefs, practices and contexts through texts, discussion, writing and engagement with believers
3. **Evaluate / Communicate** – Consider impact and meaning for believers
4. **Reflect / Express** – Articulate informed personal responses

## 7. Planning and Assessment

Teachers plan RE using LDBS units, adapting lessons to meet the needs of their pupils. Planning ensures clear progression of knowledge and skills across year groups.

Assessment is formative and summative and includes:

- Observation and dialogue
- Written and creative outcomes
- End-of-unit reflections
- Evaluation of progression in enquiry skills

Assessment supports learning and informs next steps.

## 8. Inclusion and Equal Opportunities

All children are entitled to:

- Equal access to the RE curriculum
- Learning that values their background, culture and beliefs
- Respect regardless of race, gender, sexuality, religion, learning need or learning ability

Teaching is inclusive, adaptive and sensitive to individual needs and experiences.

## 9. Environment and Resources

RE is well-resourced through:

- Books, artefacts and visual resources
- Visits to places of worship
- Visitors speaking about their faith, belief and worship
- Strong links with local faith communities

Resources are stored respectfully and reviewed regularly.

## 10. Role of the RE Subject Leader

The RE Subject Leader will:

- Ensure statutory entitlement is met
- Monitor planning, teaching and assessment
- Support staff through guidance and CPD
- Lead subject development and evaluation
- Liaise with the LDBS RE Partner
- Oversee resources and budget
- Ensure safeguarding procedures for visitors

## 11. Monitoring, Evaluation and Review

The quality and impact of RE are monitored through:

- Lesson observations and book looks
- Pupil voice
- Staff feedback
- RE leader networks
- LDBS RE Partner support

This policy is reviewed every **three years** and ratified by the Governing Body.

## Appendix 1: St John & St James

### **Learn together, journey together, pray together**

Our school's vision is deeply rooted in the Bible, and in Jesus' teaching. We have embedded one of Jesus' greatest commandments into our school ethos, 'Love your neighbour as yourself.' By treating others how we wish to be treated, we promote a school culture ingrained in mutual respect, understanding and compassion for those around us.

We learn together by creating a safe and secure environment, in which every child is accepted and valued for their individuality, and is motivated to learn. We use a co-operative approach, which encourages children to support each other with their learning and to do the very best they can, with no learner left behind.

We celebrate our diverse community, and we journey together towards educational excellence, personal and spiritual fulfilment, underpinned by good physical health and mental well-being.

We pray together and prepare our children for their future by creating a strong set of values, which will enable them to reflect and make positive choices with confidence and strength. We teach our children the importance of community, both local and global, as we reflect on the impact our choices have and the importance of sustainability and growth.

All members of the school community respect and support the Christian vision of the school, which enables us to grow as a community, to show compassion to others, and to stand up for justice.

### **The distinctiveness of the school as a Church School**

At St John and St James', we place great importance on our identity as a Church school, where Christian morals and values underpin all aspects of school life. These values support and promote our children's learning academically, socially, and emotionally. Our vision is rooted in our six core Christian values of peace, compassion, justice, forgiveness, endurance, and thankfulness, which guide our daily practice and shape our school community.

We are committed to serving and engaging with both our local and global community and continue to strengthen our links with the Church and the wider community. We strive to provide a caring, inclusive, and thoughtful environment that serves the local community and supports all children equally. Through our Christian ethos, we seek to nurture in our children a strong value system based on love, respect, and understanding for all.

We work closely with our local Church, SAINT, ensuring a strong partnership that supports our children and their families and reinforces our shared commitment to faith, community, and service.

## Appendix 2: Holy Trinity



### Every Learner: Empowered. Inspired. Prepared.

Learners at Holy Trinity are:

**Empowered** by being given the tools they need in order to shine their light;

**Inspired** by the teachings of Jesus;

**Prepared** for the future through the key Christian values of: faith, compassion, endurance and respect.

Pupils are encouraged to ‘shine their light’ in all that they do, inspiring others and giving glory to God. We aspire to be a confident community where everyone is nurtured with respect and compassion and deeply valued for who they are, as beloved children of God.

***“You are the light of the world. A city on a hill cannot be hid. No one after lighting a lamp puts it under a basket, but on the lamp stand, and it gives light to all. In the same way, let your light shine before others, so that they may see your good works and give glory to your father in heaven.”***

**Matthew 5:14-16**

### The distinctiveness of the school as a church school

At Holy Trinity, we place great importance on our identity as a Church of England school and on living out our Christian distinctiveness in all aspects of school life. Religious Education is central to our work and

identity and reflects our Christian foundation. Our Christian distinctiveness shapes both the content and the approach of Religious Education, with Christianity forming the core of the curriculum.

Through the LDBS Religious Education curriculum, pupils explore the beliefs, teachings, practices and impact of the Christian faith, rooted in biblical teaching and the life and teachings of Jesus Christ. Pupils are encouraged to reflect deeply on faith, values, and meaning, supporting their spiritual, moral, social, and personal development. Staff at Holy Trinity consider spiritual development to be an intrinsic and essential part of the curriculum and collective worship, crucial for enabling all pupils and adults to "flourish" as part of the Church of England's vision for education ("life in all its fullness"). While Christianity is at the heart of our RE provision, pupils also study other principal religions and worldviews in a spirit of respect, openness, and understanding, enabling them to engage thoughtfully and responsibly within a diverse society.

Our Christian values underpin all aspects of school life and support pupils' learning academically, socially, and emotionally. These values guide our daily practice, shape relationships within the school community, and inform decision-making. Each class has Prayer Leaders, nominated by their peers, who play a key role in supporting collective worship, prayer, and reflection, encouraging pupils to live out our Christian values in practical ways. Each class also has a dedicated Prayer Corner, where pupils can reflect or pray.

We have strong and active links with Holy Trinity Church, including regular clergy-led collective worship with Rev Laura and ongoing communication between the school, church and wider community, including through monthly *Holy Moly* family services. These close partnerships enrich the spiritual life of the school and strengthen our shared mission. Through our work with the church, we support children and their families and reinforce our shared commitment to faith in action.

As a Church school, we are committed to serving and engaging with our local and global community. We are strongly inclusive and seek to serve the wider school community as well as our pupils, reflecting Jesus' teaching of love, compassion, endurance, and respect for all.

## Appendix 3: St Matthias

### Our Mission, Values and Beliefs

At St Matthias, our curriculum reflects our pupils' unique **identities**. Our curriculum design is progressive and diverse, which develops pupils' knowledge, skills and understanding of the **world** they live in. Our curriculum enables opportunities for pupils to question and comment using their **voices** to make a difference. We believe our curriculum should give pupils learning experiences that are relevant to their **futures**.

Our Christian values nurture a safe, caring and inclusive environment, where together, we **'have faith, hope and love. But the greatest of these is love'** (1 Corinthians 13:13).

St Matthias provides a safe and happy environment for all of our children and staff to learn, develop and excel in their academic and social education. We believe that our children have to be supported to achieve and prepare for their lives ahead. Working together with their families, we will instil the values and care needed to ensure they become responsible, confident and capable members of society.

Our Christian ethos is underpinned by the principle of **'Love Thy Neighbour'**, and children are encouraged to love themselves and others to ensure respect for all and the right to knowledge.

#### **The distinctiveness of the school as a Church School**

Our school values the importance of being a Church school with morals and values the support and promote the children's learning both academically, socially and emotionally. We have Christian values system which promotes our 6 focus values. We seek to serve and engage with the local and global community and have ever-growing links with the Church and the wider community. We strive to ensure that we provide a caring, inclusive and thoughtful school that serves the local community and supports our children equally. We seek to enable our children to have a value system based on love and respect for all. We work closely with Father David at St Matthias Church to ensure that we work together and support the children and families in the community.

RE at St Matthias aims to encourage our pupils to live well together, in dignity and respect, by exploring different religious beliefs and practices in communities across the globe. Our progressive and enquiry-based curriculum challenges our pupils to use their knowledge, understanding and critical analysis skills to explore life and human experiences. Our curriculum is planned to foster mutual understanding, respect and compassion between pupils of differing religious and cultural backgrounds. We aim for our pupils to become religiously literate members of society, studying Christianity as a living religion. Our curriculum provides each child the opportunity to flourish and live life in all its fullness as all of God's children.

**SERVICE**  
 'God will not forget the work and love you have shown his people'.  
 ROMANS 12:15

**COLLABORATION**  
 'How good and pleasant it is when God's people live together in unity!'  
 PSALM 133:1

**RESILIENCE**  
 'Christ gives me the strength to face anything.'  
 Philippians 4:13

**RESPECT**  
 'Love your neighbour as yourself and respect everyone'  
 Matthew 22:39

**KINDNESS**  
 'Be kind to one another, tender-hearted, just as God in Christ has shown you.'  
 EPHESIANS 4:32

**FORGIVENESS**  
 'Love prospers when a fault is forgiven.'  
 PROVERBS 17:9

## Appendix 4: St John the Baptist

### Our Mission, Values and Beliefs

#### *We Achieve We Believe*

St John the Baptist provides a safe and happy learning environment where children and adults are valued, nurtured and empowered. We believe a good education is the foundation on which our children's futures are built and equips them for their life ahead. We aim to develop the whole child through a diverse and culture-rich curriculum.

We are committed to providing an excellent education through helping children to achieve, by developing enquiring minds, instilling the motivation to learn and the ability to work both independently and collaboratively. Our approach is underpinned by our strong Christian ethos.

We aim to help children learn to love and forgive each other and aspire to be the best they can be, rejoicing in their own success and the success of others. We also aim to establish a clear understanding of rights and responsibilities for all by embedding the United Nations Convention on the Rights of the Child. We believe everyone in the school community is responsible for instilling Christian values that will help our children become confident and responsible members of society.

#### ***The distinctiveness of the school as a Church School***

At St John the Baptist, we respect each other: We '**Love our neighbour as ourselves**'. To help us achieve this, we have five St John the Baptist Beliefs which are grounded in key Bible verses. They are expressed using five key words.

*Celebration*: we welcome, celebrate and care for each other to make our school a safe and happy place.

*Cooperation*: we co-operate, help and listen to each other so we can learn from each other and settle disputes peacefully.

*Determination*: We work hard and try our best so we can be proud of ourselves and our work.

*Honesty*: We are honest and tell the truth, so we can trust each other.

*Respect*: we look after the school and our belongings so we have a pleasant place to work. Our Beliefs enable us to work together to share a common purpose. We see them as a positive way to learn how to become the best we can be.

They are often referred to throughout the day by adults and children.

*Determination* (Wisdom, Endurance, Justice, Hope)

Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go.' Joshua 1:9

'Christ gives me the strength to face anything.' Philippians 4:13

'Then Jesus told his disciples a parable to show them that they should always pray and not give up. 2 He said: 'In a certain town there was a judge who neither feared God nor cared what

people thought. 3 And there was a widow in that town who kept coming to him with the plea, "Grant me justice against my adversary." Luke 18:1-3

*Honesty* (Humility, Trust, Forgiveness, Friendship, Justice)

'Then you will know the truth, and the truth will set you free.' John 8:32 'Do not tell lies about others.' Exodus 20:16

'Giving an honest answer is a sign of true friendship.' Proverbs 24:26

*Co-operation* (Service, Compassion, Trust, Peace, Friendship, Justice, Creation, Koinonia)

'How good and pleasant it is when God's people live together in unity!' Psalm 133:1

'But it should not be that way among you. If one of you wants to become great, then he must serve you like a servant. 44 If one of you wants to become the most important, then he must serve all of you like a slave. 45 In the same way, the Son of Man did not come to be served. He came to serve. The Son of Man came to give his life to save many people.'" Mark 10:43-45

'The body of Christ has many different parts, just as any other body does.'

'God put our bodies together in such a way that even the parts that seem the least important are valuable. 25 He did this to make all parts of the body work together smoothly, with each part caring about the others. 26 If one part of our body hurts, we hurt all over. If one part of our body is honoured, the whole body will be happy.' 1 Corinthians 12:12 & 24-26

*Celebration* (Thankfulness, Friendship, Hope, Creation, Koinonia)

'Rejoice with those who rejoice' Romans 12:15

'Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.' Philippians 4:8

'For we are God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.' Ephesians 2:10

*Respect* (Reverence, Wisdom, Service, trust, Peace, Friendship, Koinonia)

'Be friendly with everyone. Don't be proud and feel that you are smarter than others.

Make friends with ordinary people.' Romans 12:16

'Jesus replied: "'Love the Lord your God with all your heart and with all your soul and with all your mind.'" 38 This is the first and greatest commandment.39 And the second is like it: "Love your neighbour as yourself.'" Matthew 22:37-39

'Respect everyone and show special love for God's people.' 1 Peter 2:17

Policy written:	May 2011
Adopted by the Central Governing Board:	January 2026
Review date	January 2029

The Central Governing Board have reviewed this policy with careful consideration of our approach to equality as outlined in the Equalities Policy.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources, including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.

