

St Alban's C.E Primary School



RE policy

March 2026

Renewed: March 2026

Review date: March 2027

Our school vision



Our vision is that all our pupils should grow in:

Faith in God, or be inspired by faith, and in their own ability to fulfil their potential,

Hope to be the best of examples, to work to change themselves and the world for the better, and

Love, reflecting God's love in unselfish love for others.

Our vision is based on the God given virtues of:

***FAITH, HOPE AND
LOVE***

1 Corinthians 13:13

“Religious Education should enable every child to flourish and to live life in all its fullness.” (John 10:10). It will 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.

(Religious Education Statement of Entitlement February 2019)

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.

St Alban’s Church of England Primary School is a multicultural school situated in the heart of High Holborn. Within the school community, we have representatives from all the major world faiths of Islam, Christianity, Judaism, Hinduism and Sikhism. There are also families within the school community with no recognised religious belief. As a Church school, the Gospel values are placed at the centre of everything we do, with the firm conviction that we are all children of God. In the light of this, the Religious Education Curriculum is designed using units from the London Diocesan Board of School’s curriculum. The Curriculum aims to encourage all our children to live life in all its fullness.

As a school we set high standards and expectations about the curriculum and aim to deliver a curriculum that is rich and varied allowing children to develop high level skills such as enquiry, analysis, interpretation, evaluation and reflection. Staff see their role as enabling children to be successful learners and to deal with and resolve the complexities of life in positive and socially responsible ways, ultimately preparing them to live life and flourish in the modern world.

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.

The Aims and Objectives of Religious Education in Church schools are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.

- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures, and places.
- To explore their own religious, spiritual, and philosophical ways of living, believing, and thinking.

Curriculum balance and time

Reflecting St Alban's Church of England Statement of Entitlement parents and pupils are entitled to expect that, 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.

At St Alban's CE Primary School, the Governing Board has adopted the LDBS syllabus which provides two thirds of curriculum time dedicated to Christianity. RE is timetabled weekly for each year group for a minimum of 2 hours (one session taught in the morning alongside English and Maths). This is supplemented by blocking sessions for Christmas, Easter, Eid learning day and Christianity days. Collective worship is not considered curriculum time for RE or the teaching of RE.

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. However, in view of the distinctively Christian vision of the school, we would hope that all children admitted will participate fully in RE. This is supported by ensuring that prospective families are fully informed as to what pupils learn and how pupils learn in RE. The school continues to be responsible for the supervision of any child withdrawn by their parent(s) from RE, unless the child is lawfully receiving religious education elsewhere. If this is the case, the governing body must be satisfied that this will not interfere with the child's attendance at school. If a pupil is withdrawn from RE, parents will have the opportunity to revisit and reconsider this decision. The school will keep a record of all those withdrawn and for how many sessions.

If pupils are withdrawn from Religious Education, pupils will complete an activity developing their Spiritual, Moral, Social and Cultural skills in another classroom. If materials are supplied by parents, they must be checked for suitability by the school.

How we teach RE:

RE at St Albans Church of England Primary School 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 theologically rooted vision. We apply the school's pedagogical approach to all RE lessons.

The intent of the LDBS syllabus

- To enable all children to become religiously literate.
- To ensure RE enables all children to live life in all its fullness – vision for Education (Church of England)
- To offer a systematic enquiry-based approach to the teaching of RE so that the following skills in children can be developed:
 - i. Ability to be critical thinkers
 - ii. Ability to engage critically with texts
 - iii. Ability to ask deep and meaningful questions
 - iv. Ability to make connections within and across religions and worldviews
 - v. Ability to reflect, respond and express their own religious, spiritual and/ or philosophical convictions
 - vi. Ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices

To offer units of learning that:

- Are rooted in theological concepts, strong subject knowledge and content
- Offer a balanced curriculum which enquires into religions and worldviews through theology, philosophy and the human and social sciences
- Offer sequential learning both in terms of knowledge and skills across the primary age range.
- Offer motivating, engaging and creative lessons for all children
- Provide opportunities for children to develop empathy towards people of similar or differing religious or worldviews to their own

To ensure the teaching of RE supports and enhances:

- The Christian vision of the school
- Contributes significantly to the spiritual, moral, social and cultural development of children
- Takes note of the Religious Education Church of England Schools – Statement of Entitlement
- The Church of England’s vision for Education – every person deserves to live a ‘life in all its fullness.’

Implementation of the LDBS syllabus:

Within every unit of learning the following steps take place as part of the learning process:

Enquire: Engage with a big question and subsidiary questions. All questions are rooted in one of the disciplines of RE: Theology, Philosophy or Human/ Social Science.

Investigate/ Explore: What is the religious content and context being explored? How deep can we go? This ‘explore’ stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective there are some strategies that can be used to ‘deepen’ learning:

- Interpreting and analysing sacred texts
- Using challenging and controversial questions
- Extended pieces of writing
- Discussion which continually asks ‘Have we gone deep enough?’

- Children engage with authentic religious believers (face to face, via webcams, podcasts, video, skype etc)
- Grapple with complex theological concepts, questions and issues

Evaluate/ Communicate: What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/ practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.

Reflect on/ Express: What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response? It should be always based on knowledge and understanding, not values or SMSC development.

Early Years Foundation Stage

In the Early Years Foundation Stage RE is planned for and taught under 'Knowledge and Understanding of the World' with a balance of child-initiated experiences and direct teaching. In St Alban's Early Years the LDBS scheme of work is delivered in Reception class. Our Nursery curriculum is based upon our youngest children learning the foundations of Christianity through their exploration of many parables through Godly play as well as celebrations and festivals in the Christian Faith and other world faiths.

Teaching and learning strategies in the Early Years Foundation Stage include small and large groups, individuals, and circle times to teach moral and religious concepts. The children are given the opportunity to experience and respond to the world around them with all their senses. Many cultural and religious stories are used to stimulate the children's questioning and thinking. Opportunities are provided to visit religious places and handle artefacts so that a first-hand experience is offered to the children at an early age of their development.

Religious Education in Key Stage One

By the end of Key Stage One, we aim to ensure that all children have an understanding of the main beliefs and teachings of Christianity, Judaism and one other world faith at an age-appropriate level. Children will have begun to recognise similarities and differences within and between religions and have an awareness of what it means to have a religious or non-religious worldview. Children will have a religious vocabulary appropriate to their age and be able to ask important questions about life. They will be able to recognise that others may have a different viewpoint to their own. Some children working at greater depth will have begun to make connections and be able to describe what things are different and the same for religious people.

Religious Education in Key Stage Two

In Key Stage Two, we aim to enhance children's previous learning and enable them to develop a greater understanding of core beliefs and theological concepts of Christianity. Children will be given the opportunity to study three further world faiths.

By the end of Key Stage Two, our aim is that children will be religiously literate at an age-appropriate level. That they will be able to use confidently a wide range of religious and philosophical vocabulary. That they will have a solid understanding of Christianity as a diverse and global living faith and other world faiths studied and know what the impact of belonging to a faith has on a believers' life. We also want our children to have a solid understanding of what it means to have a religious or

non-religious worldview. We aim for our children by the end of Key Stage Two, to be able to express and justify their own views with confidence. We aim for them to be critically thinkers and be able to engage critically with Biblical and other sacred texts. We want our children to be able to draw on their religious and worldview knowledge in order to formulate their own opinion and understanding of the world in which they inhabit.

Access to the curriculum

We recognise, through our adaptive planning system, that children have a variety of learning needs and therefore these are reflected in the activities that are planned. We take each child as an individual and with sensitivity, in order to minimise any barriers to learning. Our aim is that this will enable them to develop new skills, concepts and knowledge and to flourish.

All children are treated with equal respect, worth and value regardless of race, colour, background, gender, sexuality, learning need or learning ability.

Impact of the LDBS syllabus

- Children will be able to hold a balanced and well-informed conversation about religion and worldviews (Religious literacy)
- Children will make good or better academic progress from their starting points as a result of a rich and engaging RE curriculum
- Children will be able to reflect, respond and express their own religious, spiritual and/or philosophical convictions
- Children will be able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices
- Children will have developed a deeper understanding of what it means to live life in all its fullness

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; posters, CDs, DVDs 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. Resource banks will be available for both staff and pupils on all major religions and world views as appropriate.

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.

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.

Standards and the quality of teaching and learning are monitored and evaluated in the following way:

- Lesson observations
- Pupil Voice
- Book scrutiny
- Profile books are used to aid teachers in evidencing children's deeper thinking and responses
- Summative and formative assessment
- LDBS assessment grids are completed for every child at the end of every half-term
- Sonar is analysed by the R.E lead. These are reported termly to the Full Governing body and discussed with teachers during pupil progress review meetings
- Moderation meetings take place termly with class teachers so that the R.E lead can ensure accuracy of teacher's judgements.

Continued professional development:

The RE Lead, Fiona Daly, engages in ongoing professional development by attending LDBS training sessions and subject leader network meetings throughout the year. Key updates, guidance, and developments from this training are systematically shared with staff through the planned programme of PDMs across the academic year, ensuring consistent and up-to-date practice in the teaching of Religious Education.

Parents and Carers

As a school we recognise that a partnership with parents/carers is essential to help children flourish. As a school, we recognise that a partnership with parents/carers is essential to help children flourish. Children are encouraged to share their learning at home. Parents are invited to all collective worship activities (see Collective Worship policy) so that children can share their learning and achievements. Parents/carers are kept informed and are encouraged to discuss their children's learning through parent consultation evenings. Staff empower parents with information on their child's curriculum aims and achievements through termly newsletters which outline the term's programme of work, parent's evenings and the annual report.

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.

Evaluation/Review

This policy is reviewed regularly by the RE leader in consultation with the Headteacher and ratified every **two years** by the Governing Body.

Appendix 1



Faith, Hope, Love

Curriculum Statement for Religious Education

The curriculum as St Alban's CE School is ambitious and designed to raise achievement and aspirations for all

Intent

At St Alban's children value and love one another, whatever religious or cultural background. Through RE, they develop an appreciation and respect for diversity which we embrace as a school.

Our intent is that R.E at St Alban's is delivered through our vision of Faith, Hope and Love and is a celebration of our humanity without exception of exclusion. Within our school community, we have representatives from all the major world faiths of Islam, Christianity, Judaism, Hinduism and Sikhism. There are also families within the school community with no recognised religious belief. As a Church school, the Gospel values are placed at the centre of everything we do, with the firm conviction that we are all children of God. We teach children valuable RE skills that equip them for their future settings and develop them as individuals by encouraging curiosity and enquiry. We want all children to have the ability to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.

Implementation

At St Alban's, we use the LDBS scheme of learning to teach RE. This scheme offers a range of settings and skills to pupils that can be transferred. The scheme of learning allows pupils to discover and investigate all worldwide religions as well as consider ethical and personal questions, reflecting on their own opinions.

Within every unit of learning the following steps take place as part of the learning process:

Enquire: Engage with a big and subsidiary questions which focuses on theology. What are the big theological questions you are exploring?

Investigate/explore: What is the religious content and context being explored? How deep can we go? This 'explore' stage of the enquiry is where children will be primarily learning about religion and belief. In order for this to be effective there are some strategies that can be used to 'deepen' learning:

- Interpreting and analysing sacred texts
- Using challenging and controversial questions
- Extended pieces of writing

- Discussion which continually asks 'Have we gone deep enough yet?'
- Children engage with authentic religious believers (face to face, via webcams, podcasts, video, skype etc)
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Evaluate/communicate: What is our understanding of the concept? What impact does the concept have on the lives of believers? What difference does this belief/practice make? The aim of this part of the enquiry is to encourage dialogue about the learning. Children should use skills of analysis and evaluation. The focus should be on the impact of the belief or practice on the religious or belief community being studied.

Reflect on/express: What is our understanding and response to the enquiry question when considered from the perspective of the faith and belief traditions that have been encountered? What is our personal response? It should be always based on knowledge and understanding, not values or SMSC development.

Teachers use discussion, drama, debate, investigation as well as independent written work in their lessons. Some work is stored in the pupil's individual RE books to demonstrate their learning and other work is kept in the class RE portfolio to show understanding and assess.

Impact

At St Alban's, children are able to hold a balanced and well-informed conversation about religion and worldviews, demonstrating their religious literacy. They make good or better academic progress from their starting points. Children are able to reflect, respond and express their own religious, spiritual and/or philosophical convictions. They can make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices. Children develop a deeper understanding of what it means to live life in all its fullness, reflecting God's love in unselfish love for others. Their religious literacy and understanding of other's allows them to become the best version of themselves and a role model for others in the wider world.