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

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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

Name of School: Peakirk-cum-Glinton CofE Primary Academy

Name of Headteacher: Craig Kendall

Name of RE Subject Leader: Helen Willatt

Our School Vision and Values:

At Peakirk Cum Glinton CE Primary School, our vision is rooted in the words of Jesus:
"Love the Lord your God with all your heart, with all your soul, with all your strength and with all your mind; and love your neighbour as you love yourself." (Luke 10:27)
We believe that every member of our school community is loved by God and called to show love, respect and care for others. Our vision encourages all children to flourish academically, spiritually, socially and emotionally whilst developing as confident, compassionate and responsible citizens.
Our core Christian values of Friendship, Respect, Trust, Compassion, Peace and Harmony, and Forgiveness are at the heart of everything we do. Developed in consultation with pupils, staff, governors, parents and our local church community, these values are embedded throughout school life, underpinning our curriculum, relationships, decision-making and collective worship. They provide a strong foundation for pupils to develop moral responsibility, resilience and respect for others within a diverse society.
Religious Education plays a central role in enabling our vision to become a lived reality. Through the study of Christianity as a living and diverse faith, alongside a range of religious and non-religious worldviews, pupils develop religious literacy, curiosity and understanding. They learn to engage respectfully with different beliefs and perspectives, ask challenging questions about meaning and purpose, and reflect on their own values and worldview.
Our approach to spirituality is shaped by the imagery of Windows, Mirrors and Doors. Through RE, pupils are given opportunities to look through windows to encounter and appreciate the beliefs, experiences and cultures of others; to look into mirrors to reflect on their own beliefs, values and identity; and to walk through doors that open new possibilities for understanding, growth and service. This enables children to deepen their understanding of themselves, others, the world and God, preparing them to flourish in an increasingly diverse and interconnected world.

Local Context

Peakirk Cum Glinton CE Primary School is a small rural Church of England primary school serving children aged 4-11 from the villages of Peakirk, Glinton and the surrounding area. We welcome and value the diversity of all families within our school community and seek to be sensitive to the beliefs, backgrounds, experiences and traditions of every child. Through Religious Education, we aim to develop respectful, informed and thoughtful pupils who are able to engage positively with a range of religious and non-religious worldviews.

We enjoy close links with St Pega's Church, Peakirk, and St Benedict's Church, Glinton. Clergy and members of the church communities regularly support Religious Education and Collective Worship through leading worship, supporting church services, answering pupils' questions, sharing their faith and helping children develop their understanding of Christian beliefs and practices.

We also have strong links with the wider local community and seek to enrich Religious Education through visits and visitors. Children have opportunities to meet people from a variety of religious and non-religious

backgrounds, enabling them to encounter lived experiences of faith and belief and to develop their understanding of diversity within modern Britain.
Educational visits form an important part of Religious Education. Children experience visits to a range of places of worship and significant religious sites during their time at school. These visits are educational in nature and provide opportunities for pupils to deepen their understanding through first-hand experiences. No confessional religious practice takes place as part of these visits.

As a Church school, we are fortunate to have St Pega's Church and St Benedict's Church within our local community and make regular use of these valuable resources. Wherever possible, pupils also visit places of worship from other faith traditions, such as mosques, gurdwaras, synagogues and temples, either in person or through virtual learning opportunities, to support the teaching of world faiths and worldviews.
The RE Subject Leader, alongside the Educational Visits Coordinator, supports the planning and organisation of educational visits and visitors to ensure that learning is engaging, safe and purposeful.

Children also have opportunities to learn about and celebrate a wide range of religious festivals, cultural traditions and worldviews through Religious Education, Collective Worship and other areas of the curriculum. Through these experiences, pupils develop respect, curiosity and appreciation for the diversity of beliefs and practices found within our local, national and global communities.

Time Allocation

At Peakirk Cum Glinton CE Primary School, Religious Education is taught as a discrete subject and is planned in accordance with the Peterborough Agreed Syllabus alongside the Understanding Christianity resource and other high-quality materials that support the teaching of religious and non-religious worldviews. RE is carefully sequenced to enable pupils to build their knowledge, understanding and religious literacy over time. RE is taught through a combination of regular weekly lessons, enquiry-based units and, where appropriate, enrichment opportunities such as educational visits, visitors, themed days and special events. Teachers ensure that learning is progressive across all year groups and provides opportunities for pupils to develop substantive knowledge, disciplinary skills and personal reflection.

The content taught in each year group is outlined in the school's RE Curriculum Overview, which is included as an appendix to this policy.
Religious Education entitlement is entirely separate from Collective Worship. Collective Worship enriches the spiritual life of the school and supports the school's Christian vision and values but does not form part of curriculum time allocated to Religious Education.

Teaching and Learning Styles
We ensure that a variety of teaching and learning approaches are used within Religious Education to enable all children to access learning successfully. Our teaching promotes curiosity, reflection, discussion, critical thinking, respectful dialogue and enquiry.
Examples of teaching and learning approaches used at Peakirk Cum Glinton CE Primary School include:

- Enquiry-based learning and philosophical questioning.
- Class discussion, debate and collaborative group work.
- Individual reflection and spiritual response activities using our Windows, Mirrors and Doors approach.
- Drama, role play, freeze frames and storytelling.
- Creative responses through art, music, poetry and writing.
- Handling and investigation of religious artefacts and sacred texts.
- Multi-sensory learning experiences and practical activities.
- Educational visits to places of worship and engagement with visitors from faith and non-faith communities.

- Use of high-quality texts, photographs, video, digital resources and multimedia.
- Opportunities for outdoor learning, reflection and spirituality across the school environment and Forest School experiences where appropriate.
- Independent and collaborative research using age-appropriate technology.
- Opportunities to consider real-life ethical issues and apply learning to contemporary society.

These approaches enable pupils to develop knowledge and understanding of religions and worldviews whilst also fostering respect, empathy, reflection and the ability to engage thoughtfully with questions of meaning, purpose and belief.

Quality Assurance

The quality of Religious Education at Peakirk Cum Glinton CE Primary School is regularly monitored and evaluated to ensure that teaching, learning and pupil outcomes remain of a high standard and continue to reflect the school's Christian vision and values.
The RE Subject Leader is responsible for leading the development of the subject and monitoring its effectiveness through a range of quality assurance activities, including:

- Monitoring planning to ensure curriculum coverage, progression and challenge across all year groups.
- Reviewing pupils' work and outcomes to evaluate standards, progression and consistency.
- Gathering pupil voice to evaluate children's experiences of and attitudes towards Religious Education.
- Learning walks and lesson visits to monitor the quality of teaching and learning.
- Supporting staff with subject knowledge, curriculum development and professional development opportunities.
- Monitoring the effective use of the Peterborough Agreed Syllabus and Understanding Christianity resources.

The school values opportunities to work collaboratively with colleagues across the Trust and local partnerships. This may include moderation activities, sharing examples of pupils' work, curriculum development projects and professional dialogue to support consistency and continuous improvement in Religious Education.
Governors monitor the effectiveness of Religious Education through reports from the Headteacher and Subject Leader, discussions with pupils and staff, and visits to the school where appropriate. The Governing Body ensures that statutory requirements are met and that Religious Education reflects the school's Christian foundation and vision.
As a Church of England school, we engage with diocesan training, support and guidance to ensure continual development in Religious Education and Collective Worship. The school regularly evaluates its provision through self-evaluation processes, including reflection on the effectiveness of Religious Education in supporting the school's Christian vision and the flourishing of all pupils.
Findings from monitoring activities are used to identify strengths, inform subject development priorities and contribute to the School Development Plan. This ensures that Religious Education remains relevant, challenging and inspiring for all learners.

Resources

Peakirk Cum Glinton CE Primary School is committed to providing high-quality resources that support effective teaching and learning in Religious Education. A wide range of resources is available to support the teaching of Christianity and a range of religious and non-religious worldviews across all year groups.
Resources include:

- Religious artefacts and handling collections representing a range of faith traditions.
- Class sets of age-appropriate texts and story books from different religious traditions.
- Sacred texts and extracts, including the Bible and texts from other faiths.

- Photographs, posters and visual resources.
- Digital resources, videos and online learning materials.
- Understanding Christianity resource materials.
- Resources linked to the Peterborough Agreed Syllabus for Religious Education.
- Materials to support reflection, spirituality and the school's Windows, Mirrors and Doors approach.

The school library contains a range of fiction and non-fiction books that support Religious Education and provide opportunities for pupils to explore different beliefs, cultures and worldviews independently. Teachers are encouraged to make effective use of these resources to enrich learning and promote wider reading. Resources are reviewed regularly by the RE Subject Leader to ensure they remain relevant, inclusive, accurate and reflective of the diversity of religious and non-religious worldviews represented within the curriculum. New resources are purchased where necessary to support curriculum development and enhance pupils' learning experiences.
Staff are encouraged to identify resource needs and suggest additions to support the continual development of Religious Education across the school.