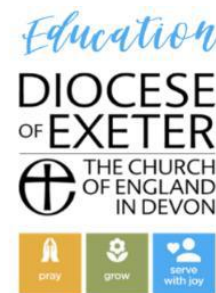


Model Policy for Religious Education (Religious and Non-Religious Worldviews) Updated Autumn 2026

(insert consistently RE, RW, REW, RWE
depending on the agreed language used by the school to describe the subject name)



[enter name] Church of England School

Add picture or
school logo

Our Vision

Write your school vision here.

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). Through engagement with Christianity as a global living faith and with a range of religious and non-religious worldviews, pupils develop religious literacy, explore questions of meaning and purpose, and learn to live well together with dignity, respect and generosity.

RE Statement of Entitlement from the Church of England Education Office (2026)

Policy Statement

Religious Education (RE)/ Religious Education and Worldviews (REW)/Religion and Worldviews (RW)/Religion and Worldviews Education (RWE) [delete and amend as applicable, discuss as a school what this academic subject will be called and consider the 'why' behind the name at your school] has a very high profile within the [name of academy/school] curriculum and makes a significant contribution to preparing pupils for life in modern Britain. Learning activities provide fully for the needs of all learners. Pupils will be inspired by the subject and develop a wide range of skills such as enquiry, analysis, interpretation, evaluation and reflection, to deepen their understanding of the impact of religion and beliefs on the world. RE is taught in an objective, critical and pluralistic manner. It is a rigorous academic subject, distinct from collective worship and is not a form of religious instruction. RE provides a safe and supportive space in which pupils can explore and articulate their own developing personal worldviews while engaging respectfully with those of others.

Christianity is taught as a living, global and diverse faith, focused on the teachings of Jesus and the Church, alongside a range of other religious and non-religious worldviews. Religious Education encourages pupils to learn from different religions, beliefs, values and traditions while creating a safe space for themselves.

Legal Requirements: Syllabus and Curriculum Design [delete/amend paragraphs as applicable]

RE is an entitlement for every pupil from Reception to Year 13, unless they have been withdrawn in accordance with legislation. The school ensures that all pupils have access to high-quality RE regardless of background, faith tradition, belief or disadvantage.

As a Voluntary Controlled (VC) School, at we are required to follow the Devon and Torbay/Plymouth agreed syllabus [add title and link] drawn up by the Standing Advisory Council for Religious Education [SACRE].

As a Voluntary Aided School, at..... our governing body determines our RE curriculum, which is in accordance with the school's trust deed and in line with guidance from the Diocese of Exeter to follow the Devon and Torbay/Plymouth agreed syllabus.

As an academy/Free School, at we are independent of the local authority and not required to follow the national curriculum or the local 'RE syllabus.' However, our curriculum must reflect the fact that 'the religious traditions in Great Britain are in the main Christian whilst taking account of the teachings and practices of the other principal religions represented in Great Britain.' [Education Reform Act 1988]. The school, following the advice of the Diocese of Exeter, teaches religious education according to the Devon and Torbay/Plymouth agreed syllabus or The school has decided not to teach religious education according to the Devon and Torbay/Plymouth agreed syllabus [detail the syllabus that the school is using and why].

Section 48 of the 2005 Education Act requires the inspection of religious education in schools which have a religious character. This is the Statutory Inspection of Anglican and Methodist Schools (SIAMS).

In developing and reviewing the curriculum, the school takes account of the National Content Standard for Religious Education, endorsed by the National Society for Education, to ensure appropriate breadth, depth and ambition.

Aims of RE

- To enable pupils to know about and understand Christianity as a global, living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage
- To enable pupils to know about and understand diverse religious and non-religious worldviews, their impact on society, culture and the wider world, and to appreciate the diversity, continuity and change within them
- To engage with challenging questions of meaning and purpose
- To contribute to the development of pupils' own spiritual and philosophical convictions, exploring and enriching their personal worldviews whilst recognising that one's own worldview may adapt and change rather than remaining static
- To develop religious literacy through the acquisition of disciplinary knowledge and understanding. This is so that pupils become religiously literate through understanding how beliefs, practices, identities and ways of living are expressed within and across religious and non-religious worldviews.
- To understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and on the lives of individuals, communities and societies.
- To engage meaningfully and critically with the multi-religious and multi-secular world in which pupils live.

Teaching and Learning

In line with the 'Church of England RE Statement of Entitlement' [2026] pupils at xxxx can expect a sequenced curriculum that develops understanding of a range of religious and non-religious worldviews, engaging with theology, philosophy and the human and social sciences as complementary ways of knowing. Teaching promotes religious literacy and enables pupils to engage in informed and respectful dialogue.

:

- A curriculum that enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice as a global, world faith
- A curriculum that draws on the richness and diversity of religious and non-religious experiences worldwide
- The opportunity for pupils to deepen their understanding of the religious and non-religious worldviews as lived by believers

- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place
- Engaging and varied learning activities that provide for the needs of all learners, supported by high quality resources
- The opportunity for pupils to develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection through the disciplinary lenses of theology, social science and philosophy (also described as ways of knowing)
- An RE curriculum that makes a positive contribution to SMSC development and also to pupils' understanding of British values
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts

Implementation/'Ways of Knowing' [amend /add as appropriate, including reference to how this exemplifies living out the school's Christian vision. Make relevant for infant/junior/primary/secondary]
 Eg RE makes an important contribution to living out the school's Christian vision by enabling pupils to engage respectfully with difference, consider questions of meaning and purpose, and recognise the dignity and worth of every person.

Teaching explicitly develops disciplinary knowledge through theology, philosophy and the human and social sciences. Pupils learn how these disciplines help us understand beliefs, practices, identities and lived experiences across religious and non-religious worldviews.

Key features of RE. Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning by:

- Experiencing variety of teaching and learning approaches
- Engaging with teacher presentations, role play, drama and story telling
- Making their own presentations
- Posing and discussing 'big' and challenging questions
- Reading and critically analysing texts
- Interpreting information from different sources
- Researching information for themselves in libraries and on computers
- Listening to and discussing with the teacher and other pupils
- Engaging in pair and group work
- Exploring a range of media such as artefacts, pictures/art, photographs, music and drama, Information Technology
- Experiencing visits and visitors to connect with diverse faith and belief communities
- Taking part in outdoor learning
- Taking time for listening, reflection and dialogue
- Curriculum balance and time

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. Questions, views and opinions are treated with sensitivity and respect. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

Reflecting xxxx school's trust deed/academy funding agreement, Christianity is the majority religion studied, with at least 50% of curriculum time. Sufficient dedicated curriculum time, meeting explicitly RE objectives, is given to RE through weekly lessons for every pupil, plus additional enrichment days during the year. We aim to be close to 10% of curriculum time and must be no less than 5% in Key Stages 1-4. [provide details of how much time each week for RE and amend KS as appropriate eg Typically, RE/REW lessons in KS 1 and KS2 are taught for 1 hour each week. In addition, the school has a focused RE/REW week each term and details of these are shared, at the start of the term, via the school's newsletter/communications to parents.]

This school takes note that the RE entitlement is totally separate from requirements for daily collective worship. Collective worship is **not** considered as curriculum time for RE or the teaching of RE.

Foundation/Reception: RE is a compulsory part of the basic curriculum for all Reception-age pupils and should be taught according to the 'agreed syllabus for RE'. The statutory requirement for religious education does not extend to nursery classes in maintained schools. RE sits very firmly within the areas of personal, social and emotional development and understanding the world. In line with the DfE's 2024 EYFS Profile, the school plans RE through purposeful play and a mix of adult-led and child-initiated activity which may be in the form of continuous provision.

[Delete this paragraph if not a Secondary school]

All pupils in Secondary Church schools should follow a recognised and appropriate qualification or course in RE or Religious Studies at KS4. This includes pupils who have SEND. The study of Christianity will be a significant part of any Religious Studies qualification offered. The following provision for KS4 is made for pupils at this school: [add detail]

The school makes it possible for those students who achieve suitable grades at GCSE or equivalent to follow appropriate A level courses. This is in addition to the provision of 'core RE entitlement' for all students at KS5 which continues to develop student's understanding of Christianity and other religions and worldviews.

Resources

[List resources used, e.g. Understanding Christianity materials, artefacts etc. and where they are stored.]

We carefully consider and review texts, images, artefacts and resources to ensure that they accurately reflect faith and beliefs and do not reinforce unhelpful or inaccurate stereotypes. See <https://rematters.co.uk/challenging-stereotypes> for more information.

Visits and Visitors

We recognise the importance of visiting places of worship as well as meeting faith leaders and members of the community as a way of knowing and understanding the impact of belief and worldviews on the way people live. We value the links with the local and wider community, including the local parish church.

[Reference following the school visits and visitors' policy, underpinned by the school's vision xxx]

The RE subject leader supports class teachers to organise educational visits.

The pupils will have the opportunity to make the following visits during their time at insert school name.

[List visits/visitors here]

Matching work to Pupils' Needs

Our whole school policy regarding inclusive practice for all learners including those with additional needs, applies to RE. Teachers carefully consider equitable access to the RE curriculum for all learners. [explain expectations]

Assessment

Assessment focuses on pupils' knowledge of religions and worldviews, their ability to use disciplinary approaches, and their growing ability to reflect on and articulate personal worldview understanding. It enables pupils to demonstrate progress in substantive knowledge, disciplinary knowledge and personal knowledge, supporting the development of religious literacy. Assessment is inclusive and accurately reflects the range of knowledge and skills developed through RE.

Assessment in religious education and worldviews will:

- Involve identifying suitable opportunities in schemes of work
- Be directly related to the expectations of the (Locally Agreed Syllabus)
- Seek to identify development in the different areas of learning in the subject and not only in the acquisition of factual knowledge
- Recognise the range of skills and attitudes which the subject seeks to develop
- Employ well defined criteria for marking and assessment which identify progress and achievement as well as effort, following the school's marking policy
- Include pupil self-assessment and reflections
- Enable effective tracking of pupil progress to identify areas for development in their knowledge and understanding, as well as whole school areas for development
- Enable effective reporting to parents/carers

Evaluation, Assessment, Recording, Reporting [amend/add as appropriate for your context]

- **Governors/Local Governing Board/The Trust/The Trust Board/The Hub Board** [delete and amend as applicable in line with the scheme of delegation] have responsibility for monitoring how RE in the school reflects its Christian vision
- **Governors/Local Governing Board/The Trust/The Trust Board/The Hub Board** [delete and amend as applicable in line with the scheme of delegation] will monitor the extent to which the school's RE provision meets the expectations of the 2026 NSE Statement of Entitlement and supports continuous improvement.
- Senior leaders ensure that RE remains a strategic priority within curriculum development and school improvement planning.
- The **headteacher/head of school** has overall responsibility for monitoring and evaluation
- The RE subject leader will assist the headteacher by monitoring long term and medium-term plans
- The RE subject leader will assist the headteacher by monitoring RE through focused work scrutiny
- The subject leader will keep a file of examples of work to demonstrate continuity and progression [state how this is to be stored/presented in-line with school expectations eg online, journalling, file]
- The subject leader will manage resources
- The subject leader will endeavour to keep up to date with information, initiatives and developments in religious education and disseminate this as appropriate
- The subject leader will facilitate the sharing of good practice
- The subject leader will be responsible for drawing up an action plan for religious education. Generally, this will be an annual plan and should be informed by this policy
- The subject leader will liaise with the Diocesan adviser with responsibility for Religious Education
- The subject leader will report to Ofsted (if a VC or formerly VC school) and SIAMS as part of the statutory inspection processes.
- The subject leader will report to the headteacher/ **Governors/Local Governing Board/The Trust/The Trust Board/The Hub Board** annually/termly and as required to support their monitoring and evaluations and inform SEF writing and school improvement and training priorities.

Staff training and development

The school prioritises the development of RE subject expertise through access to diocesan networks, professional development opportunities and subject-specific training. The school seeks to ensure that those teaching RE (including those whose specialism lies outside RE) have secure subject knowledge and confidence to teach accurately, challenge misconceptions and stereotypes.

All staff have access to RE CPD in line with the subject leader's identified areas for development. This is 'in house' and through diocesan or other support. The RE subject leader attends termly local network meetings [give details].

Transition

We ensure that transition across key stages (including into KS3 and into new schools) includes a simple statement of the religions, worldviews and themes that pupils have covered alongside their progress and achievement.

Managing the right to withdraw from RE

At xxx school, RE is taught as an engaging, inclusive and enquiry-led subject, open to all and at the centre of the curriculum, and we would hope that all parents would understand the value of this for all children. Parents/carers retain the legal right to withdraw their child wholly or partly from RE. The school follows the guidance offered by the Diocese of Exeter. The school recognises that this right may be exercised without any requirement for parents to attend a meeting or engage in discussion before withdrawal is implemented. Where appropriate, the school may offer information about the RE curriculum and discuss any questions parents may have, while recognising that such discussion is entirely voluntary. Requests for partial or full withdrawal from RE need to be made in writing to the Headteacher. If withdrawn, we will undertake responsibility for their supervision with regard to health and safety.

[If students are withdrawn from religious education, include a statement explaining how the school cares for and supervises them/detail KS5 arrangements and right to withdraw.]

This policy should be read in conjunction with...

- Teaching and Learning
- Relationships and Behaviour
- Social, Moral, Spiritual and Cultural (SMSC)
- All subject specific curriculum policies

This policy will be reviewed in line with the school's rolling programme of review but at least every 3 years and when the agreed syllabus, diocesan or national guidance is updated.

RE Link Governor:

Named RE Subject Leader:

Headteacher signed:

Date:

Chair of Governors signed:

Date:

Date for review:

Referenced reading:

National Society for Education (2026) *Religious Education Statement of Entitlement for Church of England Schools*

RE Council (2023) *National Content Standard for Religious Education*

Ofsted (2024) *Deep and Meaningful: Religious Education Subject Report*

Diocese/Legal Guidance: *Religious Education and the Law (2026)*

Church of England Education Office (CEEO) *Spiritual Development – Interpretations of Spiritual Development in the Classroom (2019)*

Devon and Torbay/Plymouth Agreed RE Syllabus

2026 Template