

**Malden Parochial Church of England Primary School**  
**Reflecting the Kingdom of God by Enriching and Transforming Lives**

**Religious Education Policy**

Approved by:	Governors
Status:	Approved
Review cycle:	Bi-Annual
Last reviewed:	September 2025
Date of next review:	September 2027

**Love Wisdom Joy Peace**

## RELIGIOUS EDUCATION IN CHURCH OF ENGLAND SCHOOLS

As a Voluntary Aided School, the management of Religious Education (RE) is a distinctive role of the Governors and Head teacher and plays a major part in promoting the Christian aims, values and ethos at Malden Parochial Church of England school along with all Church of England Schools as specified below in A Statement of Entitlement.

**“Religious Education in a Church school 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 for the religious freedom of each person.”**

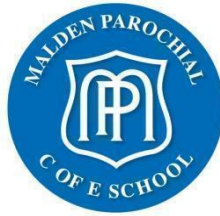
*Religious Education in Church of England Schools  
A Statement of Entitlement, The Church of England Education Office, 2019.*

At Malden Parochial we use the Diocesan Board of Education Primary Religious Education Syllabus and we adhere to the Southwark Diocesan Board of Education's Religious Education (RE) policy as it aligns with **Religious Education in Church of England Schools, A Statement of Entitlement**, (*The Church of England Education Office, 2019.*) Our RE policy is also based upon **'Deeply Christian, Serving the Common Good,' Church of England Vision for Education'**, (*The Church of England Education Office, 2016.*)

We also have due regard for

- **'A Review of Religious Education in England'** (*The Religious Education Council of England and Wales, 2013;*) *'Religious Education The Non-Statutory National Framework'* (*Qualifications and Curriculum Development Agency, 2004*),
- **'Religious Education in English Schools: Non-Statutory Guidance 2010'** (*Department for Children, Schools and Families.*)
- **Ofsted publication 'Research review series: religious education'** (*Ofsted, 2021*).

We recognise the expectation that Religious Education (RE) is seen at the heart of our Christian distinctiveness and is therefore central to our school's effectiveness. RE contributes to the outworking of the church school's Christian vision **Reflecting the Kingdom of God by Enriching and Transforming Lives**. As such, RE is given as a core subject in the curriculum. It is intended that the RE provided will be of the highest quality, aiming for excellence in teaching and learning and developing **strong religious literacy**. RE is progressive, sequential, innovative, creative, exciting and engaging, with its relevance made clear for all. RE is taught for an hour a week in Key Stage One and an hour and a half a week in Key Stage Two.



## Malden Parochial Church of England Primary School

### Reflecting the Kingdom of God by Enriching and Transforming Lives

#### Mission Statement

Religious Education (RE) plays a vital role in fulfilling our Christian vision. RE helps pupils understand and embody Christian values which are central to an understanding of the Kingdom of God. Our successful Religious Education (RE) is deeply connected to the school's Christian vision as we are a community that is **Reflecting the Kingdom of God by Enriching and Transforming Lives** and so we ensure RE helps pupils flourish spiritually, morally, and intellectually.

#### Our Aims for Religious Education is to encourage

- pupils to see themselves and others as made in the image of God
- dignity, respect, and compassion in relationships and community life
- an exploration into theological concepts that shape a Christian worldview.
- pupils to act as agents of change, reflecting God's love in practical ways
- critical thinking, development of theological literacy and philosophical inquiry
- engagement with diverse religious traditions
- tolerance and global awareness
- offering opportunities for reflection
- exploration of their own beliefs and values in a safe, respectful environment
- pupils to consider how faith can inspire action in the world
- service, stewardship, and social responsibility
- resilience, hope, and purpose, especially in times of challenge
- Engagement with the school's mission in Christian theology and practice

#### Our Religious Education (RE) Syllabus

Our syllabus comprises units of study, exploring religious concepts, for the teaching of Christianity at Foundation Stage, KS1 and KS2 and the study of the other principal world religions, specifically beginning from KS1. It clearly identifies opportunities for pupils to both **learn about religion and learn from religion**. This meets the requirement of a priority study of Christianity whilst integrally exploring the principal other world faiths.

#### Teaching and Learning

Staff know the curriculum and teach it well. We use a well-sequenced RE curriculum from the Diocesan Board of Education

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We ensure pupils gain deep theological understanding as well as facts.  
We include diverse worldviews and faiths to promote respect and curiosity.  
RE is well led by an experienced teacher who is a member of SLT  
As a school we engage fully in all CPD relating to RE through the Diocese

### **The Three Lenses through which we learn Religious Education**

#### **1. Believing/Theological Lens**

We explore core Christian concepts and beliefs, asking deep questions about God, creation, salvation, and the nature of humanity. Pupils engage with biblical texts, Christian traditions, and theological reasoning to understand how faith shapes lives and communities.

#### **2. Philosophical Lens/Thinking Lens**

Pupils develop critical thinking skills by examining ethical dilemmas, worldviews, and big questions about existence, truth, and morality. We encourage respectful dialogue and reasoned argument, helping children articulate their own beliefs while understanding others.

#### **3. Human/Living Lens**

We teach children to understand how religion is lived and expressed in diverse communities, both locally and globally. Pupils investigate religious practices, rituals, and the impact of faith on daily life, identity, and culture.

### **We link RE and all Curriculum subjects to our Christian Vision**

- Make clear connections between RE lessons and the school's biblically rooted vision.
- Use RE to explore big questions about life, meaning, justice, and hope.
- Show how RE helps pupils live out values like compassion, dignity, and courage.
- We use a specific purple coloured slide in all lessons to help children identify the spiritual aspects to their learning in all lessons.

### **We promote Enquiry and Reflection**

- Encourage pupils to ask questions, debate ideas, and reflect on beliefs
- Use creative strategies like concept mapping and role play
- Develop pupils' skills in interpretation, empathy, and critical thinking

### **We demonstrate Impact**

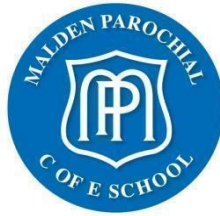
- We use assessment opportunities to track progress in knowledge and understanding
- Show how RE contributes to pupils' spiritual development and personal growth
- Collect pupil voice, work samples, and reflections to evidence impact

### **We collaborate and keep learning**

- All teachers and stakeholders attend diocesan training including the Bishop's certificate in church school Governance
- We share good practice across the school and with other Church schools
- We reflect on your own understanding of theology and pedagogy

### **Make RE Inclusive and Inspiring**

- Adapt lessons for SEND pupils and ensure all children feel valued



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### Reflecting the Kingdom of God by Enriching and Transforming Lives

- We use stories, artefacts, visits, and visitors to bring RE to life
- While celebrating religious diversity and maintaining a clear Christian foundation

#### Assessment

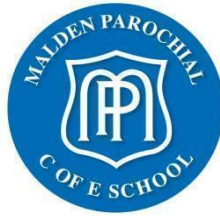
Assessment is integral to RE as it informs planning and teaching and learning; pupils' learning is assessed formatively and summatively whilst being manageable. Our assessment describes progress in RE as to how pupils develop an increased understanding through the believing, thinking and living approaches to learning reflected in, end of phase expectations and specifically within units of work. End of year expectations are shown below.

EYFS Early Years and Foundation Stage Nursery and Reception		
Believing (theological)	Thinking (philosophical)	Living (sociological)
<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts.</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Show sensitivity to their own and to others' needs. Talk about the lives of the people around them and their roles in society. Know some similarities</p>

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	<p>ideas, using recently introduced vocabulary. Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories and non-fiction texts.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>
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<p align="center"><b>Key Stage 1 Years 1 and 2</b></p>		
<p><b>Believing</b> (theological)</p>	<p><b>Thinking</b> (philosophical)</p>	<p><b>Living</b> (sociological)</p>
<p>Talk simply about core beliefs and concepts and what they mean.</p> <p>Use appropriate RE-specific vocabulary when they talk.</p> <p>Remember and retell religious, moral and spiritual stories.</p> <p>Identify how stories and symbols show what people believe.</p> <p>Identify similarities in features of religion and belief.</p> <p>Identify how religion and belief is expressed in different ways for different people.</p>	<p>Talk about some things in stories that lead people to ask questions.</p> <p>Ask thoughtful questions and talk about their own and others' ideas, feelings, values and experiences, showing respect.</p> <p>Give a simple reason for a view that they have.</p> <p>Respond with thoughts and answers to questions about e.g. right / wrong; good / bad; real / true.</p> <p>Respond sensitively and imaginatively to questions about being human and their own place in the world.</p> <p>Recognise that some questions in life are difficult to answer.</p>	<p>Talk about different communities of people.</p> <p>Give a reason why something may be of value to themselves and / or others, recognising different viewpoints.</p> <p>Give examples of how people put their beliefs into practice in the home, in places of worship and in living their lives.</p>



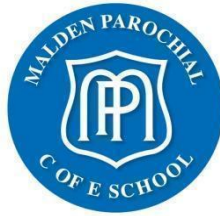
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<b>Lower Key Stage 2 Years 3 and 4</b>		
<b>Believing</b> (theological)	<b>Thinking</b> (philosophical)	<b>Living</b> (sociological)
<p>Describe and suggest meanings for the symbols and other forms of expression of people of faith or belief, using RE-specific vocabulary and giving reasons for their ideas.</p> <p>Make links between religious concepts, texts, stories, beliefs and practices, (believing, belonging and living.)</p> <p>Identify similarities and differences between theological concepts, religions and beliefs, giving examples from their learning</p>	<p>Compare and reflect deeply on their own ideas, feelings and influences with those of others.</p> <p>Give reasons for views, beliefs and actions, especially in relation to their own developing worldview.</p> <p>Ask significant questions about life or human experience, comparing their ideas with others' and suggesting answers from their learning.</p> <p>Make links between what they and other people think about what is important in life, values, God, being human and how to live.</p>	<p>Investigate and connect aspects of religions and beliefs, identifying some similarities and differences in people's lived experience.</p> <p>Identify and reflect deeply upon the impact of values, beliefs and religious practices relating it to their and other people's lives – individually or as a community, - e.g. how people worship; how they live out their faith / belief; etc.</p>

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**Upper Key Stage 2  
Year 5 and 6**

<b>Believing</b> (theological)	<b>Thinking</b> (philosophical)	<b>Living</b> (sociological)
<p>Express their understanding of religious concepts in theological terms.</p> <p>Suggest meanings for a range of forms of expression, using RE-specific vocabulary.</p> <p>Drawing on key texts, sources and concepts, explore, gather, organise, explain and express ideas about religion, belief and worldviews in a range of words and styles.</p> <p>Using a wide religious vocabulary, suggest some ways in which different people in different religions and within the same religion might interpret and express texts / sources and beliefs and show how they are connected to believers' lives.</p>	<p>Explain why people belong to religion and beliefs.</p> <p>Ask and answer questions and present clearly their own views on religious and belief matters, whilst respectfully considering others' viewpoints, recognising that others might think differently.</p> <p>Reflect on different worldviews about the meaning and purpose of life, drawing upon the search for truth and their own and others' lives.</p> <p>Suggest what might happen because of their own and others' thinking, views or actions, drawing on examples from their learning about faith and beliefs.</p> <p>Reflect on and explain how sources of inspiration and influence make a difference to themselves and others, relating these to their own and others' lives.</p> <p>Develop insights of their own in exploring questions raised by the study of religions and beliefs, relating to their own personal worldview.</p> <p>Reflect on the meaning and purpose of life, making connections with what and who have inspired and influenced themselves and others, including faith and belief.</p>	<p>Explore and explain the impact of diversity within their own and the national and global community.</p> <p>Identify and reflect deeply upon connections between questions, beliefs, values, practices and ways of life, explaining their importance to themselves and different communities.</p> <p>Investigate and describe, using RE-specific vocabulary, similarities and differences in lived experience.</p> <p>Describe in depth the impact of beliefs, practices and faith upon different people.</p>



## Malden Parochial Church of England Primary School

### Reflecting the Kingdom of God by Enriching and Transforming Lives

#### Monitoring and Self-evaluation

##### RE Subject Leadership

The RE Subject Leader is a member of SLT who cares passionately about the subject, is well supported by the leadership of the school, they are appropriately trained and resourced to fulfil the role and are supported members of the governing body, RE Link Governor and the Faith Group which oversee the implementation monitoring and evaluation of the impact of the RE whilst having regard for the RE **Statement of Entitlement** and the **Evaluation Schedule of the Statutory Inspection of Anglican and Methodist Schools (SIAMS)** through which the school's effectiveness of RE will be inspected.

Religious Education at Malden Parochial enables pupils of all abilities and needs to:

- develop strong substantive, disciplinary and personal knowledge of the Christian faith and delve into the beliefs, practices and diversity of the principle religions and diverse worldviews
- explore beliefs through three 'lenses', the theological lens (believing), the philosophical lens (thinking) and the lens of human and social sciences (living)
- study the Christian faith by exploring aspects including The Bible, Old Testament characters, the life, teachings and actions of Jesus, Christian festivals, creation, wisdom, saints, liturgy, the local Church, the Christian community, rites of passage, living out the faith and values rooted in Christianity
- apply an understanding of Christianity to make reasoned and informed responses to life issues and moral choices
- recognise that there are a number of different branches of Christianity who may share common beliefs but interpret and practise their faith in different ways
- apply religious literacy as they express and demonstrate an informed respect, empathy and sensitivity towards all people, building bridges of understanding leading to community cohesion
- grow and deepen their spiritual, moral, social and cultural development including an active promotion of equality, diversity and inclusion through the kaleidoscope of faith
- develop the ability to reflect on their own beliefs, values, misconceptions and experiences, and communicate issues of faith and truth e.g. faith and worldview responses to climate justice

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- flourish as they develop skills of enquiry, critical analysis, interpretation, evaluation, and reflection.

### **School and Classroom Environment**

Bee a blessing on display and current vocabulary linked to current RE topic to consolidate learning and develop theological literacy. Specific RE book and spiritual journals to record reflections from RE lessons, visits and visitors as well as collective worship.

### **CPD is regular and relevant including**

- Planning opportunities and support from the incumbent and the diocese
- Resource Swap & Showcase share artefacts, books, and digital tools for RE
- RE Learning Walks: peer-led walkthroughs to observe and reflect on RE practice across the school
- Training opportunities for all staff supported by senior leaders

### **Withdrawal from RE**

As identified in the 1944 education act parents have the legal right to withdraw their children from the teaching of RE. Malden Parochial is a voluntary aided primary school where Christina values and principles underpin the whole curriculum. In order to preserve the distinctiveness of this church school community we encourage everyone to be involved in religious education and collective worship. It is expected that, by applying to a church school, parents understand our school's distinctive Christian character and recognise that RE is central to the life of the school and will therefore not feel it is necessary to withdraw their child from lessons. Should parents wish to withdraw their child from Religious Education lessons they are to make a face to face appointment with the headteacher to discuss their views.