POLICY

For

Religious Education

September 2016	September 2022	September 2025
September 2019	September 2023	January 2026
September 2021	September 2024	

Striving for excellence, caring for all
Within a loving and caring Christian environment.

'All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the servant of God may be thoroughly equipped for every good work.'
2 Timothy 3:16-17

Our Academy Vision

We are a community in which everyone is offered the opportunity to fulfil their full potential, to understand themselves and be valued for who they are. Through a stimulating and challenging learning environment, we pursue academic excellence and seek the flourishing of all. This is because we know we are all God's children.

"Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you ever can."
John Wesley

Our mission statement:
'Striving for excellence, caring for all
Within a loving and caring Christian environment.'

Our vision and curriculum are based on five core values of:
Integrity
Equality
Respect and Care
Spirituality
Inclusion

We affirm our belief that children are created in the image of God but also value their individuality as they explore their own God given talents and are treated with respect and dignity at all times.

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs (Cultural Capital). We believe that our broad and balanced curriculum, underpinned by the Christian narrative and Christian, British and life values, plays a major part in delivering excellence which permeates through every element of school life. The achievements, the development of character, attitudes and well-being of all our children matter and we have high expectations for every single member of our school community.

As a UNICEF RRS (Rights Respecting School) this policy upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 2: Everyone has equal rights whatever their race, religion, ability, whatever they think or say or whatever their family.

Article 14: Every child has the right to follow their own religion.

Article 29: Every child has the right to be the best they can.

We deliver RE in accordance with the Church of England Education Office's Statement of Entitlement. We also pay due attention to the Ofsted RE Research Review (2021), the National Content Standard for Religious Education (2023) and the Ofsted RE subject report (2024).

As a Church of England Academy, we recognise the core place that RE occupies as part of a broad and balanced curriculum. We also understand the contribution of effective RE to our journey towards realising our school's distinctively Christian vision.

The RE curriculum we provide for our pupils is in accordance with the Lincolnshire Agreed Syllabus (2025-2030).

INTENT - What is the purpose and aims of Religious Education within our Trust?

The new Lincolnshire Agreed Syllabus (2025-2030) reflects a worldviews approach which explores the ways in which people make sense of the world and the impact this has on their daily life. This is a change of direction, moving away from the traditional 'world religions' model (i.e. which religions shall we teach?) towards an approach where religions are considered to the extent that they exemplify aspects of wider questions that are being explored. It avoids the trap of viewing everyone who belongs to a religion in the same way rather than exploring the diversity between AND within religions.

In addition, this approach may neglect non-religious perspectives. 'Worldviews' refers to both religious and non-religious traditions and is explained succinctly in the short video clip, 'No-one Stands Nowhere' produced by Theos. The syllabus requires pupils to consider the key concepts underpinning religions and worldviews along with the lived experiences of people. The aim is to transform teaching and learning to achieve high quality Religious Education (RE) for all.

The principal aim of RE is to help pupils develop knowledge, insight, skills and understanding about a wide range of religions and worldviews, enabling them to play a full part in a diverse society.

Pupils will:
• develop thinking skills which enable them, over time, to navigate an increasingly complex world
• understand how as well as what to learn, through disciplinary and substantive knowledge
• understand that diversity exists between and within religions and worldviews
• know and understand about non-religious and secular perspectives
• reflect upon, and respond to, the ways in which local, national and world events are linked to beliefs, communities, identities, expressions of faith and conflicting interpretations
• understand the impact RWs have on peoples' lived experiences

"I know the plans I have for you, declares the Lord, plans to prosper you and not harm you, plans to give you hope and a future." *Jeremiah 29:11.*

We actively seek to overcome the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity and inclusivity must be a reality for our children. We make this a reality through the attention we pay to the individuals and groups of children within our schools.

In a world of confusion and shifting values, children need accurate information and a helpful environment in which they can explore and form their own values and develop skills to deal with life's joys, sorrows and questions.

Religious Education provides opportunities for our pupils:

- To develop their religious literacy. We understand religious literacy to be the ability to hold balanced and well-informed conversations about religion and belief
- To develop children's knowledge and understanding of, and their ability to respond to, Christianity and other principal religions represented in Great Britain

- To explore issues within and between faiths to help children understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individual, societies, communities and cultures

- To consider questions of meaning and purpose in life

- To learn about religious and ethical teaching, enabling children to make reasoned and informed judgements on religious and moral issues

- To develop children's sense of identity and belonging, preparing them for life as citizens in a multicultural society

- To develop enquiry and response skills through the use of distinctive language, listening and empathy

- To reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses

THE CONTEXT OF OUR ACADEMY TRUST

As Church of England schools, we recognise the core place that RE occupies in relation to our Church vision, Christian narrative and Church school distinctiveness.

Within our Academies Trust we believe in a Christian ethos whilst welcoming all. We understand that as Church Schools we are in a unique position to develop a clearer understanding of the ways in which our vision and values can be reflected within the whole curriculum of the school. We not only encourage our pupils to strive for excellence in the core subjects, but to broaden their education, to embrace and develop the concepts of faith and spirituality, of hope and charity and to enable them to make more informed decisions later in life as broad-minded and knowledgeable world citizens.

We actively seek to prepare our pupils for life in modern Britain. As such, we promote key British Values, including respect for all and respect and tolerance of different faiths and beliefs. We challenge all forms of prejudice and we seek RE as one curriculum area in which our pupils can encounter and critically reflect on a range of worldviews.

We identify RE as one of the core subjects through which our pupils can develop spiritually, morally, socially and culturally, but we do not limit the delivery of the SMSC to this subject alone.

We have close links with our Parish Church and the other Churches in our localities. Our school is inclusive and accepts children regardless of background or special need and our intake of pupils is representative of all sections of the Bourne community. We recognise that we are in a unique position to enable our pupils to develop a clearer understanding and identification of ways in which Christian, British, moral and other faith values can motivate and build relationships between all members of our community.

We believe that the timeless values of respect and care, which form the foundation of Christianity, are perhaps even more relevant in today's rapidly changing and expanding society. These principles of respect and care remain central to how we live our lives.

We recognise the variety of religious and non-religious backgrounds from which our pupils come. We welcome diversity and aim to be sensitive to the home background of each child. We understand that RE does not seek to urge religious beliefs on children nor to compromise the integrity of their own beliefs by promoting one religion over another.

The communal life of our school, and the role of every educator within them, continues to be highly significant. Unless the Trust models examples of personal maturity, good human relationships,

successful communications and interest in one's surroundings, achievement of the broader aims of RE become impossible. Similarly, an atmosphere in which it is accepted that religions and religious beliefs can be a genuine and important dimension of human life will foster the achievement of the more specifics aim of a tolerant understanding of religious believers and institutions.

The Trust recognises that Religious Education is not the same as Collective Worship, which has its own place within our Trust. (see Collective Worship policy)

Abbey Academies Trust (AAT) recognises the individual contexts of the schools within the Trust. The RE curriculum is tailored to the needs of the children at each individual school.

THE LINCOLNSHIRE AGREED SYLLABUS (LAS)

RE within AAT is provided within legal requirements:

- We deliver RE in accordance with the Church of England Education Office's Statement of Entitlement.
- The Basic Curriculum includes provision for RE for all pupils registered on the school roll, including those in Reception classes who are less than five years old
- The content of RE fulfils the requirement of the Education Reform Act 1988. It is written to 'reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking into account the teachings and practices of the other principal religions represented in Great Britain.

TIME ALLOCATION

It is the expectation of the Church of England Education Office that RE should constitute a minimum of 5% curriculum time. This in line with the recommendations made by the Dearing Report 1994. We meet this expectation by providing the minimum time of 36 hours per year for KS1 and 45 hours per year for KS2. This time is arranged as discrete 75 minute long (for KS2) or hour-long (for KS1) lessons per week in a range of ways, including discrete weekly lessons and RE days. RE forms part of the planning at EYFS; although there is no expected time allocation at this level, we expect that there will be connections made between RE and the Early Learning Goals. RE curriculum time does not include values lessons, collective worship or assembly.

IMPLEMENTATION

Teaching will link aspects of different traditions and worldviews to the key concepts in the progression strands (see below). This is to ensure coherence, continuity and progression. It means that pupils understand why they are studying features of a particular Religion & Worldviews (RW), i.e. they are building upon common concepts to develop what is sometimes referred to as 'sticky knowledge' (the connection of old knowledge to new knowledge). Taught well, this approach does not confuse but enables pupils to see the bigger picture. What matters is how Religions & Worldviews (RWs) are linked conceptually so that pupils' knowledge and understanding is built up in a coherent way.
These progression strands are mapped out for teachers from Reception to Year 6 to ensure progression. They are based on key concepts common to all religions and inform the learning objectives, learning outcomes and assessment.



For schools in Lincolnshire, the revised Lincolnshire Locally Agreed Syllabus (2025-2030) for RE came into effect in September 2025 with the expectation that schools are using it as the basis of the RE curriculum by September 2026. We aimed to implement the revised syllabus in our schools by January 2026, with the Autumn term serving as a transition period.

2025-2026 is a transition year for RE and our curriculum overview shows this.

Wherever possible, pupils are actively engaged in exploratory and experimental learning including opportunities to:

- observe religious artefacts, paintings, books, photos, pictures etc
- gain first-hand knowledge through direct questioning
- studying sacred texts and stories
- visit places of worship in a planned and structured way
- meet and talk to believers of various faiths in a planned and controlled situation

RE is equally concerned with understanding the feelings, opinions and attitudes of others. This requires both openness and sensitivity, and a degree of imagination to empathise with and see the world through the eyes of another person.

We have opted to structure our RE curriculum using the Lincolnshire Agreed Syllabus (2025-2030). During RE in the Foundation Stage, Key Stage 1 and 2, pupils have the opportunity to know about and understand a range of religions and worldviews, express ideas and insights about the nature, significance and impact of religions and worldviews and gain and deploy the skills needed to engage seriously with religions and worldviews. Individual Schemes of Work (SOW) have been created to assist the teaching of RE. These SOWs identify the core, disciplinary and personal knowledge focus for each lesson in the unit as well as a specified WALT and question for staff to use. The relevant sections of the syllabus has been highlighted and annotated to provide clarity over the sequencing of lessons and what content to include.

Religious Education across Abbey Academies Trust follows the Lincolnshire Agreed Syllabus and supports pupils in developing knowledge and understanding of religious and non-religious worldviews. The curriculum is carefully sequenced to ensure progression in both substantive knowledge (what pupils learn about religions and worldviews) and disciplinary knowledge (how pupils learn to think about belief, meaning and influence).

From the Early Years and Key Stage 1, pupils begin by exploring special stories, people, places and beliefs, developing an early understanding of Christianity and Islam and recognising how beliefs shape everyday life. As pupils move through Key Stage 2, they deepen their understanding of Christianity, Islam and Hinduism, while also encountering other religious and non-religious worldviews. Across the school, pupils learn how beliefs, values and practices influence individuals, communities and society.

In upper Key Stage 2, particularly in Year 6, pupils engage with big, conceptual questions about belief,

truth, morality, responsibility and peace. These units draw together learning from earlier years and encourage pupils to explore how different worldviews respond to shared human questions. Pupils are supported to develop respectful discussion, critical thinking and reflection on their own developing worldview.

As part of a transition to the updated Lincolnshire syllabus, schools within Abbey Academies Trust are implementing revised units from Spring 2026 onwards. During this transition, elements of the previous syllabus and the new syllabus may run alongside one another to ensure continuity and progression for pupils.

OLD Syllabus **NEW Syllabus**

RECEPTION: Special and Sacred Stories			
Autumn 1	**Autumn 2**	**Spring**	**Summer**
Myself	**Special people to me** **UC Incarnation: Why do Christians perform nativity plays at Christmas?**	**What do I know about Easter and Holi?**	**Why are some places and objects special or sacred?**
YEAR 1: Special and Sacred Stories			
Autumn 1	**Autumn 2**	**Spring**	**Summer**
UC: God - What do Christians believe God is like?	**UC: Creation - Who do Christians believe made the world?**	**What do creation stories teach people about God and human nature?**	**What do people learn from stories and festivals? Passover, Easter, Eid-ul-Adha**
Year 2 Sacred texts, Beliefs and Connections			
Autumn 1	**Autumn 2**	**Spring and summer**	
LAS Compulsory: Being Human – Islam	**LAS Compulsory: Life Journey – Islam**	**What do we mean by religion and worldviews? What beliefs, values and practices are important in religions and worldviews?**	
Year 3: Why Communities Matter			
Autumn 1	**Autumn 2**	**Spring**	**Summer**
LAS Compulsory: God – Hinduism	**LAS Compulsory: God – Islam**	**Which RWs communities can we find in our neighbourhood?**	**School Designed Unit: The Lion, the Witch and the Wardrobe**
Year 4: Commitment, Promises and Meaning			
Autumn 1	**Autumn 2**	**Spring**	**Summer**
LAS Additional Big Questions: Why do we celebrate?	**LAS Compulsory: Community – Hinduism**	**How do people celebrate marriage?**	**What do people believe about the afterlife? How is this expressed in funeral practices?**
Year 5: Expression, Experience and the Senses			
Autumn 1	**Autumn 2**	**Spring**	**Summer**
LAS Compulsory: Being Human – Hinduism	**LAS Compulsory: Being Human – Islam**	**What do we mean by religious and spiritual experiences?**	**School Designed Unit: Introduction to Philosophy (as a subject not as philosophy for children – thinking about big questions)**
YEAR 6: Big Questions: What Do People Believe?			

Autumn 1	Autumn 2	Spring and Summer 1	Summer 2
God **UC: What does it mean if God is loving and holy?**	**LAS KS2** **Additional: Do you have to believe in God to be good?**	**How do people know who or what to believe?** **What do people believe about the existence of God?** **What do people believe about good, evil and suffering? How do people choose between right and wrong?** **What do people believe about caring for the world and others?** **What do people believe about peace?**	**Summer** **Consolidation of learning.** **What is my religion or worldview?**

In 2021 the Ofsted Review Research review set out the types of knowledge in RE: Substantive, Disciplinary and Personal. All RE teaching must include the three types of knowledge and these are clearly set out in the LAS.

Substantive knowledge
This is about establishing what must be taught, the building blocks of knowledge. In the syllabus layers of knowledge are built up and sequenced year on year so that progression can be seen in learning, held in place by the four main progression strands. When these connections are made, the curriculum makes sense. For example, when using a Bible narrative teachers must be clear about what the key concepts are and then decide what knowledge pupils need to make sense of that concept. 'Previous learning' included in each unit helps teachers to connect ideas and strengthen continuity and coherence.

Disciplinary knowledge
This is about the methods that establish the substantive facts and about how pupils handle substantive knowledge appropriately, i.e. the methods and tools used. For example, pupils might read about aspects of different traditions but will deepen their understanding through first-hand experience, e.g. talking to members of the community. In the LAS disciplinary knowledge is developed primarily through the lens of theology, philosophy and social science, but also includes other disciplines such as such as art, literature and music.

Personal Knowledge
This is about the ways in which pupils reflect upon and understand their own relationship to the subject matter and about raising self-awareness of the assumptions they make. It includes pupils' personal knowledge of their own position (positionality), and the way they learn to express this and recognise how theirs might differ from others. How do pupils relate what they are learning in RE to their own worldview? How do they analyse this? It is not appropriate to assess personal knowledge.

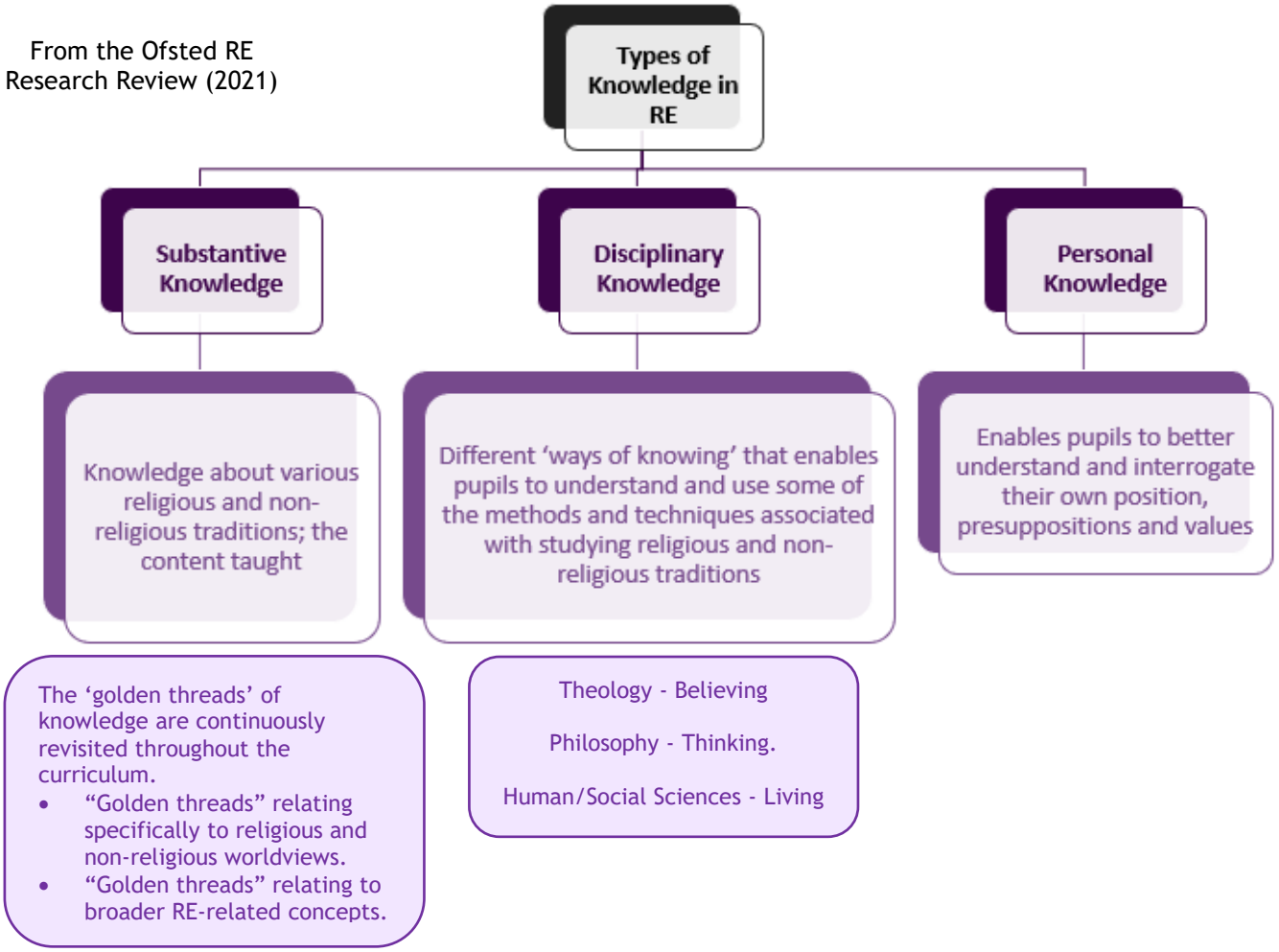
Learning should be led by disciplinary knowledge, which allows the pupils to focus upon how they are going to learn. This then leads to the substantive knowledge that pupils need to know and understand, i.e. what they need to know. In practice, the two types of knowledge should be integrated, i.e. the 'what' should be taught alongside the 'how.'

Personal knowledge allows pupils to reflect upon what they have learnt and focuses on the position taken by pupils in relation to a particular topic.

Learning in RE is geared to more than the accumulation of factual knowledge about religious beliefs, practices, and traditions (Substantive Knowledge) and personal reflections on one's own experiences and values (Personal Knowledge). It also involves understanding the methods and approaches used to study religions and worldviews (Disciplinary Knowledge). Opportunities for analysis are especially important, allowing students to engage critically with religious concepts and practices, compare interpretations, and explore underlying meanings. This enables them to develop deeper insights and understanding, fostering a more thoughtful and reflective engagement with the subject.

TYPES OF KNOWLEDGE IN RE

From the Ofsted RE Research Review (2021)



We understand that Disciplinary Knowledge needs to provide a balance between three disciplines.

Theology: This is about **believing**. It looks at where beliefs come from, how they have changed over time, how they are applied differently in different contexts and how they relate to each other.

Philosophy: This is about **thinking**. It is about finding out how and whether things make sense. It deals with questions of morality and ethics. It takes seriously the nature of reality, knowledge and existence.

Human/Social Sciences: This is about **living**. It explores the diverse ways in which people practice their beliefs. It engages with the impact of beliefs on individuals, communities and societies.

Believing (Theology) *Key focus on the sources of authority (including, but not limited to, texts) from which people draw their beliefs*	Living (Human/Social Sciences) *Key focus on the ways in which context affects ways of living*	Thinking (Philosophy) *Key focus on different way of seeking knowledge and wisdom*
Teaching Approaches	**Teaching Approaches**	**Teaching Approaches**
Talking with a range of people (including those within the *same* religious/non-religious worldviews) to explore where their beliefs come from (e.g. sacred texts, family, key figures of authority, etc.) Interpreting texts using similar skills to those used in English/History (e.g. VIPERS, Talk 4 Writing, vocabulary, etymology, etc.)	Engaging with a range of data that might tell pupils something about the lived reality of religious and non-religious worldviews, e.g. images, videos, music, artefacts, buildings, census data, maps Analysing this data to explore how different people (including those within the *same* religious/non-religious worldview) live it differently	Learning about different ways of seeking knowledge/wisdom, e.g. using the senses, engaging with sources of authority, individual conscience, etc. Developing skills of reasoning by learning how to construct a coherent argument, and thinking about different forms of evidence and their relative strengths and weaknesses

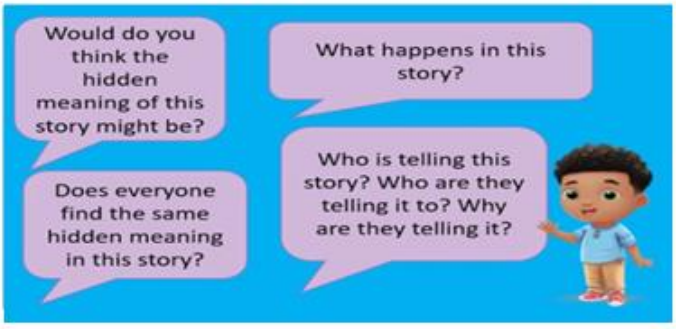
We have introduced Disciplinary Knowledge characters:

- Theo the theologian
- Livvy the social scientist
- Sophie the philosopher

Personal Percy is used to help the children understand and apply the 3 aspects of Disciplinary Knowledge and the types of questions associated with each character.

The Disciplinary Knowledges Characters

Disciplinary Knowledge



Hi everyone!

My name is Theo and I'm a **theologian**. A theologian is someone who is interested in asking questions about what people **believe**.



Hi everyone!

My name is Livvy and I'm a **social scientist**. A social scientist is someone who is interested in how people **live their lives**.



Hi everyone!

My name is Sophie and I'm a **philosopher**. A philosopher is someone who is interested in how people **think**.



Hi everyone!

My name is Percy and I'm all about you. I'm here to help you think about your own identity, feelings, and moral choices while learning about religions.

THE CONTRIBUTION OF RE TO SPIRITUAL DEVELOPMENT and SPIRITUAL FLOURISHING

Religious Education plays an important role in helping children grow spiritually and flourish as individuals. It supports their personal development in a number of meaningful ways:

1. **Understanding Faith**
   RE introduces children to Christianity as well as other world religions. This broadens their knowledge, nurtures respect for different traditions and encourages tolerance towards people of all faiths and none.
2. **Personal Reflection**
   Children are given the chance to think about their own beliefs, values and experiences. This helps them build confidence in who they are and supports the development of a strong personal identity.
3. **Moral Development**
   Through the study of religious and ethical teachings, children explore questions of right and wrong. This develops their sense of responsibility and helps guide their everyday choices.
4. **Exploring Meaning and Purpose**
   RE encourages children to engage with life's "big questions" – such as the meaning of life, why we are here and what really matters. This supports their search for purpose and direction.
5. **Empathy and Compassion**
   By learning from religious stories, teachings, and examples, children develop an awareness of the needs of others and the importance of kindness, compassion and respect.
6. **Celebrating Diversity**
   RE gives children opportunities to learn about and celebrate religious festivals and traditions. This fosters inclusivity and builds appreciation for the richness of cultural and religious diversity.
7. **Spiritual Practices**
   Children are introduced to practices such as prayer, stillness and meditation, which can support their well-being and enrich their personal spiritual journey.
8. **Community Engagement**
   Links with the local church and wider community help children understand shared values, strengthen their sense of belonging and encourage them to contribute positively to society.
9. **Critical Thinking**
   RE provides a safe space for questioning and discussion. Children learn to listen to different perspectives, think deeply about spiritual and moral issues and develop their ability to reason and reflect.
10. **A Sense of Awe and Wonder**
    Through exploring nature, the world and human experience, children are encouraged to develop a sense of wonder, gratitude and appreciation for life itself.

RE supports our children's spiritual development by promoting understanding, reflection, empathy and community, helping them grow into thoughtful and caring individuals.

VALUES AND ATTITUDES

We embed Christian Values to ensure they permeate through our policies and every aspect of the children's learning and lives. Made in the image of God, we all deserve to be the best we can be regardless of background, faith and ability.

Children are given opportunities to:

- work with others, listening to each other's ideas, and treat others with respect
- consider their own experiences, attitudes and values, and those of other people
- develop respect for evidence and critically evaluate ideas that may or may not fit the evidence available
- identify puzzling questions and suggest answers
- develop their understanding of why certain things are held to be right or wrong
- relate to moral and religious issues

- explore and express personal values, feelings and choices
- experience stillness and periods of quietness, silence or being alone
- evaluate their experiences and discoveries
- express themselves through movement, dance, poetry, music or in other creative media
- develop appropriate behaviour and responses when dealing with what is special, important, precious or sacred to themselves and others

SKILLS

Pupils will develop key skills in RE in order to enhance learning and this is evident across key stages:

- Investigation and enquiry: asking relevant and increasingly deep questions; using a range of sources and evidence, including sacred texts; identifying and talking about key concepts

- Critical thinking and reflection: analysing information to form a judgement; reflecting on beliefs and practices, ultimate questions and experiences

- Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others; seeing the world through the eyes of others

- Interpretation: interpreting religious language and the meaning of sacred texts; drawing meaning from, for example, artefacts and symbols

- Analysis: distinguishing between opinion, belief and fact; distinguishing between the features of different religions

- Evaluation: enquiring into religious issues and drawing conclusions with reference to experience, reason, evidence and dialogue

IMPACT of RE - We aim for our pupils to:

- Know more and remember more (Substantive Knowledge)
- Have a positive attitude to all aspects of the RE curriculum and their learning in all areas.
- Acquire and develop knowledge and understanding of Christianity and a range of world faiths and worldviews (Disciplinary Knowledge)
- Develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own (Personal Knowledge)
- Develop an understanding of the way in which beliefs impact on the individual (Disciplinary Knowledge)
- Enhance their spiritual, moral, social and cultural development by considering the 'big questions' raised in RE lessons (Personal Knowledge)
- Develop an understanding of the ways in which religious and non-religious beliefs, teachings, practices, values and traditions influence individuals, communities, societies and cultures, from the local to the global contexts (Disciplinary Knowledge)
- Develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the beliefs, teachings, practices, sources of authority and ways of living associated with the principle religions represented in the UK (Personal Knowledge)
- Respond to such questions with reference to religious beliefs, teachings, practices, values and traditions, relating them to their own understanding and experience (Personal Knowledge)
- Articulate how and whether things make sense (Disciplinary Knowledge)
- Develop their sense of identity and belonging in the world, preparing them for life as citizens in a multi-cultural global society (Personal Knowledge)

RESOURCES

We take advice from the Diocesan RE Adviser and other RE professionals on the best resources to support the delivery of high-quality RE. Our wide range of resources are stored in an appropriate and sensitive manner.

Assessment in RE

Assessment in Religious Education across Abbey Academies Trust is designed to support pupils' learning and to inform teaching, rather than to generate excessive data. Assessment focuses on how effectively the curriculum enables pupils to build secure knowledge and understanding of religious and non-religious worldviews over time.

When considering assessment in RE, staff reflect on the following questions:

1. What knowledge and understanding are pupils developing?
2. How is this knowledge being built over time?
3. How does assessment inform future teaching and curriculum development?

Types of Knowledge Assessed

Assessment in RE is informed by the three forms of knowledge outlined in the Ofsted RE Research Review (May 2021):

- **Substantive Knowledge**
  Knowledge about religious and non-religious worldviews, including beliefs, practices, values and ways of life.
- **Disciplinary Knowledge**
  Knowledge of how to study religion and worldviews, including different ways of knowing, such as theological, philosophical and social scientific approaches.
- **Personal Knowledge**
  Opportunities for pupils to reflect on their own ideas, values and developing worldview. Due to its personal and reflective nature, personal knowledge is not assessed or graded.

Assessment approaches prioritise substantive and disciplinary knowledge, while personal reflection is supported through discussion and learning activities.

Formative Assessment

Formative assessment is ongoing and integral to RE teaching. Teachers use a range of approaches to check pupils' understanding and inform next steps, including:

- classroom discussion and questioning
- pupils' written work and explanations

- knowledge organisers and retrieval activities
- responses to enquiry questions
- low-stakes knowledge checks

Evidence of learning is gathered through everyday classroom practice and is used to adapt teaching and support pupils' progress.

Summative Assessment

During the current transition to the updated Lincolnshire Agreed Syllabus, summative assessment in RE will remain light-touch and proportionate.

- Teachers will make one overall summative judgement per academic year, informed by a range of evidence gathered across the year.
- Judgements will focus on pupils' developing understanding of key concepts, vocabulary and enquiry questions, rather than isolated outcomes.

Assessment During the Transition Period

As Abbey Academies Trust transitions to the revised Lincolnshire syllabus from Spring 2026, assessment practices are being reviewed to ensure they fully align with the updated curriculum framework.

Assessment approaches will continue to be refined following diocesan and local authority training. A fully updated assessment model will be implemented from September 2026, once staff training and curriculum implementation are complete.

During this transition phase, assessment will prioritise:

- secure implementation of the new curriculum
- consistency of teacher understanding
- meaningful evidence of pupil learning

Assessment in Religious Education is used to support pupils' learning and to inform curriculum development across Abbey Academies Trust. Teachers use their professional judgement, informed by a range of evidence gathered through classroom practice, to reflect on pupils' understanding and to shape future teaching. Assessment of information is not used for comparison or accountability purposes, but to support high-quality teaching and learning and to ensure the curriculum meets the needs of all pupils.

WITHDRAWAL FROM RE

We acknowledge the right of parents/carers to withdraw their children from all or part of the RE curriculum [Education Reform Act 1988, S2 (1)(a)]. They do not have to provide a reason for this, and the school must comply with the request. It has a responsibility to supervise any pupils who are withdrawn from RE but is not required to provide additional teaching or incur extra costs. If parents/carers wish their child to receive an alternative programme of RE it is their responsibility to arrange this. This could be provided at the school in question or another local school. The pupil may receive external RE teaching if this does not significantly impact on his/her attendance.