



Parbold Douglas
CHURCH OF ENGLAND ACADEMY

Religious Education Policy

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Version	Approval Date	Summary of Changes
1	September 2025	
2	February 2026	Renewed Vision
3	September 2026	SIAMS Statement of Entitlement Update

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1. The legal basis for Religious Education

- 1.1 As a Church of England school, Religious Education is a core subject. All pupils are entitled to the provision of high-quality Religious Education as set out in the Statement of Entitlement 2026.
- 1.2 RE is provided in accordance with the Trust Deed of the Academy. The Governors, in consultation with the Headteacher and advised by the Diocese, have agreed to adopt the brand new 2026 version of the Blackburn Diocese syllabus 'Questful RE' with immediate effect. Religious Education makes up at least 5% curriculum time and is taught in a morning where possible, to highlight its importance as a core subject.

2. The contribution of Religious Education to the school vision and values

In all that we do, we seek to pursue our deeply Christian vision: to equip children with the **wisdom, passion** and **skills** needed to transform society.

To nurture our children, empowering them with the wisdom, passion and skills to flourish and transform society.

Every child is rooted in belonging, loved into being, and filled with joy.

Inspired to build God's Kingdom here on Earth, all are 'fired up' to serve others with faith, hope and love.

Our motto – **let your light shine** (Matthew 5:16) – is all about transforming society. This is enhanced through our vision.

When we let our light shine, we let the light of Jesus radiate from within us to transform lives and communities around us. When we let our light shine, we shape society with the peace, joy and compassion of Jesus. When we let our light shine, we pursue love and unity with faith and hope.

Our school values (love, friendship, forgiveness, thankfulness, compassion, community and hope) are woven within all parts of our curriculum. We know that if we are to be successful in the pursuit of our ambitious [vision](#), we need to provide a values-based education.

Effective Religious Education (RE) is one of the most important factors in achieving our school vision. Through effective RE, children will leave school with a rich and well-informed understanding of Christianity, of the Kingdom of God and the call as a disciple of Jesus to live a values-centred life of service. RE is also central to the development of inclusivity and belonging in our community as we explore themes of God's love for all, teach about a variety of world faiths and worldviews and foster a culture of deep respect for others.

3. Aims of Religious Education at Parbold Douglas

In accordance with the Statement of Entitlement 2026, our aims are:

- To develop a rich and well-informed understanding of Christianity in all pupils, including of its relevance to their own lives.
- To develop our commitment as a school family to fostering a deep respect for other religious beliefs and traditions and the religious freedom of all.

To ensure this, we will:

- Teach children that they live in a multi-religious and multi-secular world.
- Ensure children know and understand Christianity as a diverse, global, living faith by exploring Christian beliefs and practices and engaging with Biblical text.
- Ensure children learn about a range of religious and non-religious worldviews.
- Enable children to grapple with big questions, such as questions of meaning and purpose.
- Help children understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Enable pupils to explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

Pupils' knowledge and understanding will develop over time. By the end of Year 6, our pupils will:

- Know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- Know and understand about other major world religions and worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- Have developed/begun to develop their own spiritual and philosophical convictions, exploring and enriching their own beliefs and values.

4. Expectations of Religious Education at Parbold Douglas

At Parbold Douglas, all pupils can expect:

- RE to be a high-profile subject and a priority for school leaders.
- To be enabled to achieve highly in RE, irrespective of educational need or disadvantage.
- A sequenced curriculum where they will learn about a range of worldviews and the diversity that exists within those worldviews.
- A balanced curriculum where they engage with a range of ways of knowing, including theology, philosophy and the human and social sciences.
- Teachers who have secure RE subject knowledge and are able to deliver content accurately whilst having the ability to challenge misconceptions.
- RE to be delivered in an objective, critical and pluralistic manner.
- RE classrooms which are safe, supportive spaces where pupils can openly explore their own ways of living, believing, thinking, and belonging.
- To be given the opportunity to articulate their personal worldviews and engage in meaningful, respectful dialogue.
- RE teaching which promotes religious and cultural understanding within the community and society.

Parents can expect:

- RE to be an expression of our theologically rooted Christian vision
- RE to be a high-profile academic subject, distinct from collective worship
- RE provision to reflect the Anglican foundation on which our school is established
- Christianity to be the main religious worldview studied in and through RE in each year group equating to at least 50% of curriculum time.
- A range of religious and non-religious worldviews to be studied.
- An RE curriculum to be offered for all pupils in all year groups.

Teaching and learning will:

- Critically engage with a range of religious and non-religious source materials, including biblical texts.
- Utilise different disciplinary lenses, including theology, philosophy and the human and social sciences.
- Provide opportunities to understand the roles of texts, beliefs, rituals and practices and how they help form identity in a range of worldviews.
- Explore how beliefs, rituals and practices may change in different times, places, communities and cultures.
- Develop confident religious literacy, including the explicit teaching and development of disciplinary knowledge.
- Generate meaningful and informed dialogue around a range of religious and non-religious worldviews.
- Recognise that students bring personal knowledge to the RE classroom and enable them to develop this.
- Practise a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection.
- Provide for the needs of all pupils, including pupils with special educational needs and disabilities.
- Be based upon accurate and inclusive assessment of the different forms of knowledge, to enable pupils to make progress.

Senior leaders and leaders of RE will ensure:

- The national content standard for RE is met, through the delivery of the 2026 Questful RE syllabus
- RE's high priority within the curriculum and status as an academic subject are articulated
- RE entitlement is entirely separate from collective worship.
- RE curriculum is well-balanced, well-sequenced and reflects the school's specific context.
- Sufficient dedicated curriculum time is committed to the delivery of RE, with a minimum of 5%.
- All teaching staff and those responsible for governance understand the distinctive role and purpose of RE within a Church school.
- An effective system is in place for those responsible for governance to monitor and evaluate standards in RE.
- Priority is given to building up staff expertise through professional development and resourcing.
- They engage with Blackburn diocese when developing the school's RE curriculum and adapting schemes and frameworks to the school's context.

At Parbold Douglas we dedicate nearer 10% of curriculum time to RE through our Religious Education lessons and our provision of our *Good Works* Curriculum; see '*Extending Religious Education*' below.

5. Personal development and well-being

Religious Education plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become curious learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and positive, healthy choices. This will contribute to the mental health and well-being of all our pupils.

6. Respect for all and celebrating difference

Religious Education makes an important contribution to our Academy's duty to promote respect for all and to celebrate difference. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge all acts of discrimination or harassment (including racism and HBT bullying).

The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the Academy is located – RE provides opportunities to learn about diversity of religion and belief that our children may not otherwise come across in the local area.

The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community – RE involves the study of matters of global significance, recognising the diversity of religion and belief and its impact on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive ethos that champions democratic values and human rights.

7. Our Religious Education curriculum

Our strong RE curriculum is highly influential in the spiritual, moral, cultural, social and emotional development of pupils, making a significant contribution in preparing pupils for the opportunities, responsibilities and experiences of later life. It strengthens our understanding of Christian values, empowering pupils to make positive choices.

Teaching our core syllabus 'Questful RE' (developed by Blackburn Diocesan Board of Education 2026), we aim to equip our children with the skills and knowledge to hold their own, respectful and informed conversations about faith and religion. Through this syllabus, we ensure children have the opportunity to develop a wide range of higher-level skills such as enquiry, analysis, interpretation, evaluation and reflection, thus deepening children's understanding of the impact of religion on the world and enabling them to express personal views with consideration and confidence.

We supplement Questful RE with Understanding Christianity, a resource developed by the Church of England Education Office based on eight key concepts. These concepts – God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God – are also threaded throughout the Questful RE syllabus as schemata that help children very effectively organise knowledge as they acquire it over time, contributing to the deep, rich understanding of Christianity that we seek for all pupils.

All classes have an RE lesson a week which constitutes an hour of curriculum time. Wider opportunities for RE beyond the classroom include visits to church at least three times a year, visitors to school and visits to places of religious interest.

In order to make Religious Education an enjoyable and active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection. Where possible we want our pupils to have opportunities to encounter local faith communities through visits to places of worship or visits from members of local faith communities.

At least 50% of RE curriculum time is dedicated to learning about Christianity.

8. Learning about world religions and worldviews

Children at Parbold Douglas learn about a range of religious and non-religious worldviews. Details can be found on our Curriculum Overviews. Up to 50% of Curriculum time is dedicated to learning about world religious and non-faith worldviews, depending on the unit. Our chosen syllabus 'Questful RE' was recently revised by the Diocese in order to include a broader inclusion of worldviews, such as humanism, alongside major world faiths Islam, Hinduism, Judaism, Buddhism and Sikhism.

Many units in Questful RE begin with an exploration of an aspect of Christianity before moving on to look at similar aspect of a different faith. As an example, when children in Year 1 learn about the Christian festival of Harvest, they also explore the Jewish festival of Sukkot. In the Year 1 unit 'Why is Baptism special?', children will also learn about special ways in which families of no faith might welcome a baby into the world. In the Year 5 unit 'Loss, death and Christian hope', we explore how humanists cope with loss and death. This ensures our pupils grow up to respect a range of worldviews and perspectives.

9. Religious education in the Early Years

In Reception, we follow the Blackburn Diocesan Board of Education Chatterbox units. These begin with the children opening a 'chatterbox' filled with objects and artefacts that prompt discussion, or 'chatter'.

At the start of the unit, the children will open the chatterbox together and discover what is inside. They take turns looking at and handling the objects. The conversation and questions will generate ideas for the learning activities. The children's ideas, comments, questions, work, pictures, writing and photos are recorded by the teacher.

Throughout the unit, learning activities are recorded in children's RE books and by photographs taken by the class teacher. These are shared on class Instagram accounts with the hashtag #pdare and can also be found from previous years on X.com, using the same search term.

10. Extending Religious Education (Good Works)

As a Church school, one of our core goals is to embed the wonderful, life-giving story of Jesus within the minds of our children. To help us achieve this goal, we developed 'Good Works' (a scheme of work that combines RE teaching with the national curriculum for English).

The Good Works scheme is at the heart of our school English curriculum. Each term, in each year group, a Good Works unit is delivered as one of the units of learning in morning English lessons. Units typically last 3 weeks. Each Good Works unit supports children in achieving the goals set out in the Questful RE 'Ladder of expectation' document (produced by Blackburn Diocese). By extending our RE curriculum with Good Works, we seek to commit 10% of class time to RE over the course of a school year.

11. Assessment of Religious Education

Pupil achievement in RE should equal or be better than comparable subjects. At the end of their time with us, the expectation is that all pupils are religiously literate and, as a minimum, are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

We assess pupil achievement in RE to ensure we are able to meet individual needs. We use the Blackburn Diocesan Board of Education's 'end of key stage expectations map' to set out the knowledge and understanding that pupils should have at the end of each key stage.

12. Arrangements for monitoring and evaluating standards of teaching and learning in Religious Education

The headteacher has overall responsibility for monitoring and evaluation. The headteacher, leadership team and governors ensure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for professional development
- RE is resourced, staffed and timetabled so that the Academy can fulfil its legal obligations on RE and pupils can make good progress

The RE leader will:

- monitor RE within the Academy through reflective professional discussions, assessment data and pupil conferences
- be responsible for contributing to the self-evaluation process
- manage resources
- keep up to date with information, initiatives and developments in Religious Education and disseminate this as appropriate
- be aware of staff development needs and facilitate professional development
- facilitate the sharing of good practice

13. Resources

Resources for the teaching of Religious Education are situated in the Key Stage 1 corridor (first cupboard on the left when approaching from the offices). These include:

- Blackburn Diocesan Materials
- Artefacts, posters and objects
- Chatter box resources for Early Years

Some books, schemes and magazines can be found in the staff professional development library in the PPA room (e.g. *Understanding Christianity* and *Cracking RE*).

The school libraries also have reference books easily accessible for children's own use and each class has their own reference materials.

The church is also one of our resources. We also have human resources where we have the parish clergy and various speakers.

A healthy supply of digital resources can be found on the 'staff share' drive. The main syllabus Questful RE is accessed through an online subscription renewed yearly by school.

14. Staff professional development

The RE subject leader and the staff team have the opportunity to attend relevant professional development, often provided by Blackburn Diocese. Materials and relevant ideas are then disseminated amongst other staff members.

Building staff expertise in RE is of paramount importance. We aim to ensure that:

- At least one member of staff has specialist RE training or qualifications.
- All staff teaching RE having access to appropriate professional development.
- All teaching staff and governors having an understanding of the distinctive role and purpose of RE within church schools.
- Our governing body remains active and skilled in monitoring standards in RE effectively.

15. The right of withdrawal from Religious Education

Parents have a statutory right to withdraw their child from all or part of collective worship and R.E. although this cannot insulate them from the religious life of the school. The headteacher should be notified in writing if parents wish to exercise this right.

We would ask any parent considering this to contact the headteacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education.

16. Policy evaluation and review

The policy is reviewed **every three years** by the **headteacher** and is shared with the Education and Welfare committee.