



Faith, Family and Fascination

Religious Education Policy

Boutcher C.E. Primary School

Reviewed by: Megan Whitton

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Next review due by: Autumn 2026

*“Love one another. As I have loved you, so you must love one another.”
John 13:34*

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Mission Statement

The Religious Education (RE) Policy will support the delivery of the Mission Statement. RE takes place within the context of the Christian aims and ethos of Boutcher School as reflected by our Mission Statement.

“The aims and practice of Boutcher School seek to reflect the life and teachings of Jesus Christ as told in the Gospels. Jesus taught us, through His example of unconditional love and compassion, that we are all of equal value to God. Everyone is entitled to be regarded with dignity, fairness and respect. We strive to ensure that our school enshrines the values which Jesus taught us.”

The children at Boutcher discussed our Mission Statement and created their own interpretation of it.

“In our school everyone has the right to learn, the right to feel safe and the right to respect. They have the right to learn the good news of the Gospels and to know that God loves us all equally (whether we are rich or poor, young or old.)

We strive to live in the way that Jesus would want us to. We tell others Jesus's stories so that they can learn from them too and we try to set an example for other people in the way that we act. In all that we do we help each other and love others as Jesus would want us to.

Boutcher CE Primary School tries its best to remember that Jesus loves us, even when we make mistakes.”

SMSC Statement

Through the teaching of RE children's SMSC is promoted and supported. We aim to prepare our children to maximise opportunities, develop their responsibility and enhance their experiences now and in the future.

Through lessons we promote our Boutcher values of Faith, Family and Fascination. We enable every child to develop and flourish in a loving and open environment in lessons. We actively promote the fundamental British Values as stated by the Government and design opportunities in the curriculum to do this. We want RE to be an enjoyable subject where children are fascinated by the learning of themselves, others and the world around them. At the heart of our school, is a rich and diverse culture and community that we enjoy and celebrate. We seek opportunities to work with the local community, explore our local area, welcome visitors to the school, go on trips and take part in community events and projects.

For further information, see the SMSC Policy.

Equal Opportunities and Inclusion

In RE we are committed to promoting and providing all children with high expectations and an equal entitlement and opportunities regardless of race, gender, culture, class, SEN or disability. We aim to meet the needs of all our children by personalising our RE curriculum, promoting inclusivity to fully engage and motivate all children. This involves providing opportunities for SEND children to receive support and/or scaffolding as well as challenging all children to take an active part in their learning and to achieve their potential.

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Aims and Objectives

At Boutcher, Religious Education (RE) is at the heart of our school's vision and life. As a Church of England school rooted in the Anglican tradition, our RE curriculum seeks to reflect the Christian understanding that every child is made in the image of God and is loved, valued, and called to flourish. Through engaging with the teachings of Jesus Christ, the Bible, and the life of the Church, we nurture a sense of belonging, spirituality, and fascination that enables all children to explore their place in God's world.

RE at Boutcher aims to open minds and hearts to the fascination and mystery of life, inspiring awe and curiosity about creation and leading children towards an appreciation of the Creator God. It also encourages a strong moral foundation and a commitment to justice, compassion, and service in the world, in line with the Church's mission to promote the common good.

RE at Boutcher aims to:

- **Develop a strong foundation of the Christian faith** through children's knowledge and understanding of its beliefs, the Bible, traditions, liturgy, and festivals within the Church of England and the wider Anglican Community.
- **Nurture belonging and community**, recognising that all children are part of a diverse school family and the family of God, where every voice is valued and respected.
- **Encourage flourishing** by helping children grow spiritually, morally, socially, and culturally, so that they can live life in all its fullness (John 10:10).
- **Promote fascination, awe, and wonder** at the world and humanity, enabling children to explore big questions of life and faith that point towards an awareness of the Creator God.
- **Provide opportunities for children to explore fundamental questions of human existence**, life issues, and moral choices through applying an understanding of Christianity and making reasoned, informed responses.
- **Foster justice and moral responsibility**, teaching that rules and self-discipline are followed not through fear of sanction but as an expression of integrity, fairness, and love of neighbour.
- **Develop spirituality** by providing space for stillness, reflection, prayer, and exploration of faith, enabling children to form their own spiritual identity within a safe and supportive environment.
- **Teach and encourage the skills needed to make informed judgements and decisions**, applying Christian and other faith perspectives to contemporary moral and ethical issues.
- **Increase and develop knowledge and understanding of other major world faiths**, so that children develop respect, empathy, and sensitivity towards all people and value the culturally diverse community we live in and the wider world.
- **Encourage critical reflection and analysis**, promoting understanding of people from different faith backgrounds and none, and recognising diversity within and across faiths and cultures.
- **Acknowledge the continuing influence of religion** on Britain's cultural heritage, values, and sense of justice, and on the lives of individuals and societies in different times, cultures, and places.

In essence, Religious Education at Boutcher is not only about knowledge and understanding but about formation — of character, compassion, and conviction. It encourages children to grow in **wisdom, hope, community, and dignity**, reflecting the Church of England's vision for education.

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Through RE, children are invited to be curious, to seek meaning, and to encounter God's presence in creation, scripture, worship, and one another.

Organisation, Planning and Delivery

Religious Education at Boutcher is a central pillar of our school's identity and Christian vision. Rooted in the Anglican tradition and aligned with the Southwark Diocesan Board of Education syllabus, our RE curriculum is designed to promote a deep sense of belonging, cultivate spiritual growth, and help every child flourish academically, morally, socially and spiritually.

RE is taught through engaging weekly class lessons involving written work, drama, art, music, food technology and reflective storytelling. These creative approaches help spark fascination and wonder in children, encouraging them to encounter the mystery of life and to see the beauty of creation as pointing towards our Creator God.

This learning is enriched through visits to places of worship, exhibitions, and museums, as well as through regular encounters with people of faith, including ministers, clergy and practitioners from various religious backgrounds. These experiences develop children's understanding of diverse religious traditions while reinforcing our commitment to respect, empathy and justice.

RE is taught for a minimum of one hour each week in Key Stage 1 and Key Stage 2 and is supplemented by daily Collective Worship, which often explores key RE themes and deepens theological reflection. In the Early Years Foundation Stage (EYFS), RE is delivered weekly and supports children's personal, social and emotional development, their sense of identity, and their understanding of the world through themes such as community, relationships, and belonging.

Our RE provision is based on the SDBE syllabus, with two-thirds of curriculum time dedicated to Christianity, studied primarily through an Anglican lens, and one-third devoted to the exploration of other principal world religions and belief systems. Each year, children revisit the Christian festivals of Christmas and Easter, building their understanding of their theological importance and cultural significance. We make meaningful links to other world religions, especially those reflected within our school and local community.

EYFS

In the EYFS, children explore RE through the Early Learning Goals and the SDBE syllabus. These lessons encourage children to consider their own thoughts and feelings, to ask questions, and to begin to see themselves as part of a wider community and world. The RE curriculum in EYFS helps lay early foundations for spiritual and moral growth, including concepts such as friendship, kindness, fairness and wonder.

Children's work in the EYFS forms part of their individual profile, and a collective class RE book is also maintained to capture the range of learning and experiences across the cohort.

KS1 and KS2

Each child in Key Stage 1 and 2 has an individual RE book. As with all curriculum areas, children are expected to present their work with care and pride. High standards of handwriting and presentation are reinforced to reflect the value placed on RE as a core subject within a Church school.

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Children explore RE through the three disciplinary lenses of *believing*, *thinking*, and *living*. These lenses support the development of theological understanding, philosophical enquiry and ethical living. Most lessons focus on one disciplinary lens, though links between them are often explored to deepen pupils' insight and develop their analytical and reflective skills.

At the start of each new topic, children in KS1 receive a vocabulary sheet with key terms and definitions, which is revisited regularly. In KS2, topic vocabulary is presented alongside the key enquiry question at the centre of their topic cover sheet. Children have the opportunity at the start of the topic to ask their own enquiry questions and to recall their prior learning.

Curriculum Content

In RE lessons, children learn about core beliefs, texts, festivals, places of worship and traditions of the religions studied. Teachers revisit prior learning and help children make connections within and across faiths, supporting both deep understanding and interfaith appreciation.

Lessons are built around big questions that invite children to grapple with profound issues—such as the meaning of life, the nature of justice, or how to live well—encouraging both critical and personal reflection. Teachers create a safe and inclusive classroom culture where children are empowered to ask questions, think deeply, and express their own beliefs and perspectives with respect and integrity.

RE plays a key role in developing children's SMSC (spiritual, moral, social and cultural) understanding. Teachers are encouraged to draw on opportunities within the syllabus to promote children's awareness of justice, compassion, belonging, and spiritual awe.

RE is not a standalone subject; it is interwoven with other areas of the curriculum and with school life. Occasionally, the whole school or a key stage may study a shared theme or topic, often linked to wider curriculum aims or to the calendar of religious festivals. Teachers may adjust the sequence of units accordingly, and such changes are coordinated with the RE Subject Leader to ensure consistency.

Teachers also make cross-curricular links to subjects such as History, PSHE, Art, and Literacy, reinforcing the role of religion in shaping culture, identity, values, and society.

Displays and Learning Environment

Every classroom features an RE display that includes the current topic question, key vocabulary, children's questions, and examples of high-quality work. Wherever possible, these displays are made interactive, encouraging curiosity, reflection, and engagement with the topic.

Pupil Voice and Faith Leaders

Pupil voice is a valued aspect of RE at Boutcher. Our Faith Leaders (pupil representatives) meet regularly and provide feedback on the RE curriculum, suggest improvements, and help shape school-wide RE events. They act as ambassadors of the subject, ensuring that the themes of belonging, spirituality, justice and flourishing remain embedded in the lived experience of all children.

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Educational Visits and Visitors

To enrich our Religious Education curriculum and support the spiritual, moral, social and cultural (SMSC) development of our pupils, we provide regular opportunities for children to engage with faith in lived and meaningful ways. This includes visits to places of worship, museums, and galleries, as well as welcoming faith leaders and representatives from diverse religious and cultural backgrounds into our school.

We have cultivated strong and lasting relationships with a range of religious communities both locally and across the city of London. As part of our commitment to offering first-hand experiences, each year group takes part in at least one educational visit linked to their RE learning. These trips help children to encounter different belief systems, explore sacred spaces, and reflect on the role of faith in shaping lives, communities, and traditions.

In addition, we host an annual RE Week, during which every class participates in a themed visit, workshop, or special event. However, opportunities for learning beyond the classroom are not limited to this week and are actively encouraged throughout the academic year.

These experiences foster a sense of belonging and respect, enabling children to appreciate the rich diversity of religious expression, and to engage with faith through awe, wonder and curiosity. They also allow children to better understand the distinctiveness of their own Anglican heritage while building empathy and insight into the beliefs and practices of others in our multicultural society.

Resources

At Boutcher, we are well-equipped with a wide range of resources to ensure the delivery of high-quality, engaging and theologically rich Religious Education. Our staff shared drive provides teachers with a comprehensive bank of planning documents, teaching materials, and subject knowledge resources, developed and refined over time to support consistent and effective practice.

Each classroom is equipped with Bibles, and our school library includes a thoughtful collection of books that support children's understanding of Christianity and a range of other world faiths, reflecting both the Anglican tradition and the diverse community we serve.

In addition, we maintain a well-organised collection of artefacts and visual resources, carefully stored by religion, which teachers can access to enrich learning and bring faith practices to life. These resources are handled and presented with sensitivity and respect, helping children to experience the awe and wonder of religious belief and practice, and to deepen their spiritual and cultural understanding.

Withdrawal from RE lessons

Although legally parents have the right to withdraw children from the teaching of RE, it is expected that by applying to a church school, parents understand the 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 RE lessons.

If a parent decides to withdraw their child from RE lessons, a meeting will be arranged with the Headteacher and RE coordinator to share with parents the inclusive and non-threatening nature of

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RE and the relevance of it for all children. Parents may be invited to observe the teaching of RE to support the discussion and their decision. If a parent decides to go ahead with withdrawing their child from RE lessons, a period of withdrawal will be granted for a period of one year. Parents will then need to reapply.

Marking and Feedback

Marking is key to producing independent learners in RE and helps to raise attainment by celebrating the successful aspects of a child's work and also reminding them of the next step. Feedback and marking in RE aims to challenge the children, make them question and to give them the skills needed to refine or correct their work. For further details on marking and feedback in RE lessons please see our Marking and Feedback Policy.

Progress and Assessment

Formative and Summative Assessment

Assessment in RE is both purposeful and varied, enabling teachers to understand children's progress across the three disciplinary lenses of believing, thinking, and living. A combination of formative and summative assessment is used to ensure that pupils are building secure knowledge, developing deep understanding, and growing in their ability to reflect meaningfully on religious and philosophical concepts.

Formative Assessment

Each lesson begins with an opportunity for children to recall and revisit prior learning, often through questioning, short written tasks, or whiteboard activities. These help teachers to gauge understanding and tailor teaching appropriately.

Formative assessment continues throughout lessons, enabling teachers to address misconceptions, close knowledge gaps, and extend thinking through timely feedback and challenge. Teachers also pay close attention to verbal contributions, particularly pupils' ability to reflect, articulate their thinking, respond respectfully, and engage with a range of perspectives. These insights feed directly into ongoing planning and classroom dialogue.

Where a lesson involves discussion, drama, or reflective storytelling rather than written work, learning is captured through photographs, pupil voice, or short written reflections. These are included in RE books or the class RE folder, particularly in EYFS.

After each lesson, teachers complete a short assessment and prepare whole-class feedback to inform the next session. Feedback may include clarification of vocabulary, re-teaching of key concepts, praise for high-quality work, and extension questions to deepen understanding. Marking practices align with the school's Marking and Feedback Policy.

Summative Assessment

Formal summative assessment takes place at the end of each unit and term.

Teachers assess each child's work alongside the relevant assessment grid (EYFS, KS1, LKS2 and UKS2). Teachers then make a judgement with children being assessed as working below, towards, at expected, or at greater depth within age-related expectations for each disciplinary lens. Teachers should consider children's verbal responses too. Teachers upload assessment data to the shared drive at the end of each term.

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Each teacher completes a pupil progress document for their class. Children working below and working towards year group expectation have individual targets. Teachers may also include whole class targets too, if trends are noticeable. Two examples of work for children working at greater depth are attached.

This data and pupil progress document is reviewed by the RE coordinator and monitored for consistency.

In Reception, the teacher uses evidence gathered from children's individual profiles and class RE book to make a holistic judgement of each child's attainment across the year. This collective RE book is then handed to the coordinator for review and record-keeping.

Monitoring and Pupil Voice

The RE coordinator regularly reviews samples of work and assessment data across all year groups. In addition, they meet with the Faith Leaders and other pupils to gather feedback on how children experience RE. This pupil voice plays a key role in evaluating the impact of the curriculum and ensuring that RE at Boutcher remains inspiring, inclusive, and rooted in the school's Christian values of Faith, Family and Fascination.

Observations and Modelled Lessons

The RE Coordinator regularly observes the teaching of Religious Education across the school to ensure consistency, share best practice, and support staff development. Observations may take the form of a full lesson observation or a focused learning walk. Written feedback is provided to the class teacher and shared with the Headteacher.

All observations are rooted in the school's RE Policy and are intended to be developmental, supportive, and collaborative. They help identify areas of strength, ensure fidelity to the Southwark Diocesan Board of Education (SDBE) syllabus, and provide opportunities for professional dialogue about pedagogy, subject knowledge, and pupil outcomes.

Where appropriate, the RE Coordinator will model high-quality RE lessons, particularly for Early Career Teachers (ECTs), new staff, or where a specific training need is identified. These modelled sessions aim to build staff confidence in delivering inspiring, theologically rich, and inclusive RE that supports flourishing, spirituality, and deep thinking.

Monitoring by the Governors

The teaching and impact of Religious Education is reported to the Governing Body regularly. The RE Coordinator provides an annual RE report outlining pupil progress and attainment, curriculum development, staff training, and notable successes or priorities for the subject.

The school's incumbent, who also serves as the Vice Chair of Governors, plays an active role in RE monitoring. He meets regularly with the RE Coordinator and Headteacher to stay informed on current practice and policy. He also holds informal conversations with pupils to hear their views and experiences of RE, helping to ensure the subject remains engaging, inclusive, and reflective of the school's Christian vision.

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The incumbent is a regular presence at key RE events such as RE Open Afternoons, Collective Worship, and Faith Group initiatives, reinforcing the strong link between the school and the Anglican Church.

Cross-curricular Skills and Links

Religious Education is deeply embedded in the life of the school and is integral to the wider curriculum at Boutcher. It is not treated as a stand-alone subject but as a thread woven throughout our teaching and learning, enriching pupils' understanding of the world, themselves, and others.

Topics have been carefully mapped across each year group to align with the broader curriculum, ensuring that RE makes meaningful connections with subjects such as history, literacy, art, PSHE, and music. These links deepen pupils' understanding and help them apply religious and moral concepts in real-life contexts.

Role and Responsibility of Coordinator

The RE Coordinator plays a vital and proactive role in leading the subject across the school, ensuring that Religious Education remains a high-quality, reflective, and inclusive area of learning.

They are actively involved in planning and monitoring the subject, leading staff INSET, running planning meetings, and regularly sharing new ideas, resources, and best practices with the teaching team.

Each term, the coordinator conducts book scrutiny and data reviews, offering constructive feedback to support staff in refining their next unit of teaching. They also engage in professional dialogue with teachers to gather insights and reflections on curriculum delivery and pupil engagement.

Teachers are encouraged to observe the coordinator's lessons, which serve as model examples of high-quality RE teaching, particularly for new staff or those seeking to further develop their practice. The coordinator attends ongoing training, including RE leadership conferences and events held by the Southwark Diocesan Board of Education (SDBE). Relevant updates and developments are cascaded to staff to ensure the subject remains current, theologically rich, and aligned with the school's Christian vision.

In addition to curriculum responsibilities, the coordinator meets regularly with the pupil Faith Leaders, guiding them in their work across the school and supporting the development of faith in action. They also lead the adult Faith Group each term through the Visions and Values Committee, setting agendas and recording minutes.

The coordinator ensures that adequate and high-quality resources are available for the effective delivery of RE and that these are organised and stored appropriately. They are also responsible for ensuring that each class participates in at least one educational visit per year, supporting spiritual and cultural development through real-world experiences.

Plan for Unforeseen School Closure

Should there be an entire school closure we will continue to teach children in accordance with the RE curriculum overview. We will continue to plan a variety of activities and provide children with opportunities to continue with their learning at home with lessons being tailored and adapted to suit home learning.

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We will use online platforms to teach and deliver homework. Please see the Remote Learning Policy for more information.

Promoting Diversity in RE

At Boutcher, we have always been committed to providing all children with an equal entitlement to activities and opportunities regardless of race, gender, culture or class.

We want all children to feel they are positively represented and have opportunities to find out and explore the lives of significant individuals that have made an impact in the world we live in. For BAME children, this may be learning about prominent figures and their influence from people from a range of countries and places. We want children to see themselves as the future and be equipped with the necessary skills and knowledge from the wider world. If children have the self-belief and determination, they will achieve greatness.

In terms of RE, we want all children to feel valued and positively represented. In RE lessons children are regularly reminded that we respect all people, beliefs and cultures and that disrespect and derogatory views are not tolerated. If children share views that cause concern, these should be written on the appropriate forms and handed to the Headteacher. If teachers feel uncomfortable in discussions or when planning lessons, they should speak to the RE coordinator for support.