



Archbishop Temple  
Church of England High School

# Religious Education Policy

Policy Leader

Miss R hall

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Approved by the Governing  
Body/Board

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**Date to Review**

June 2028

**Archbishop Temple Church of England High School**  
**Religious Education Policy**

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**1. Vision and Christian Distinctiveness**

**Our School Vision**

Through faith in God the Father, Son and Holy Spirit, we nurture everyone's God-given gifts so that together we may shine God's light through Christ-like service.

**Scripture**

"You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead, they put it on its stand, and it gives light to everyone in the house. In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven. (Matthew 5:14-16)

**Motto**

May we shine God's light through faith, nurture and service.

At Archbishop Temple Church of England High School, Religious Education is rooted in the Christian vision and values of the school. Through the study of religion and worldviews, we seek to enable all pupils to flourish academically, spiritually, morally and socially, becoming thoughtful, compassionate and discerning young people who are equipped to contribute positively to the world around them.

In keeping with our ethos of faith, nurture and service, Religious Education encourages pupils to develop wisdom, dignity, empathy and hope. Through Religious Education, pupils are encouraged to recognise their own dignity and the dignity of others as individuals created and loved by God. In doing so, they develop a deeper understanding of what it means to live well together in community, and to contribute positively to the common good. We aim to inspire pupils to become courageous advocates for justice, compassion and the common good, allowing their light to shine through service, reflection and meaningful engagement with others.

## **2. Statutory Context and RE Entitlement**

As a Voluntary Aided School:

- The management of Religious Education is a distinctive role of the governors and headteacher.
- RE at Archbishop Temple seeks to fulfil the Church of England Statement of Entitlement by ensuring all pupils develop a rich understanding of Christianity as a living and diverse faith while engaging critically and respectfully with other religions and worldviews.
- RE receives 8% curriculum time at KS3 and 10% at KS4. All pupils receive RE throughout KS4 in accordance with Church of England requirements.
- Christianity is the majority religion studied and comprises at least 50% of curriculum time.
- Other religions and worldviews are studied appropriately.

Although Religious Education and Collective Worship naturally complement and enrich one another, they are separate entities. Whilst RE and Collective Worship are distinct aspects of school life, both contribute to the school's Christian vision and support pupils' spiritual development. RE is an academic subject that encourages critical engagement with religion and worldviews, whereas Collective Worship provides opportunities for prayer, reflection and spiritual growth.

## **3. Curriculum Intent**

The Religious Education curriculum at Archbishop Temple Church of England High School is rooted in the school's Christian vision. Through the study of religion and worldviews, we seek to enable all pupils to flourish and let their light shine, developing wisdom, compassion and discernment needed to engage confidently with the world around them.

As a Church of England school, Christianity lies at the heart of our curriculum and is explored as a diverse, living and global faith which is expressed through a variety of traditions, cultures and interpretations. Pupils develop deep knowledge and understanding of Christian beliefs, teachings and practices alongside the study of other major world religions and non-religious worldviews. Through engagement with sacred texts, theology, philosophy and ethics, pupils encounter the richness and diversity within and between traditions and consider how beliefs shape identity, community and society. Pupils engage with religion and worldviews through theological, philosophical and social scientific approaches, enabling them to understand both beliefs and the lived experiences of individuals and communities.

Our curriculum aims to develop religiously literate young adults who possess both knowledge and wisdom, enabling them to think critically, reflect deeply and engage respectfully with different beliefs and perspectives. Pupils are encouraged to ask challenging questions about meaning, purpose, truth and morality whilst developing the confidence to articulate and reflect upon their own beliefs and values. In doing so, we seek to nurture wisdom, dignity, empathy and hope within our school community.

Religious Education at Archbishop Temple is academically rigorous and informed by evidence-based practice. Deep and lasting learning is supported through the careful sequencing, revisiting and retrieval of knowledge and disciplinary skills. Through interleaving, low-stakes

retrieval practice and opportunities for extended discussion and evaluation, pupils deepen their understanding and grow in confidence over time.

Through the RE curriculum, pupils learn to analyse and evaluate religious, philosophical and ethical issues with increasing sophistication. Classroom dialogue encourages pupils to be enquiring, respectful and open-minded, preparing them to contribute positively to modern Britain and the wider global community. In keeping with the school's ethos of faith, nurture and service, we encourage pupils to recognise their responsibility towards others and to become courageous advocates for justice, compassion and the common good.

Beyond the classroom, pupils are offered a range of enrichment opportunities including guest speakers, visits, extra-curricular activities, podcasting, leadership opportunities and engagement with local schools and faith communities. These experiences deepen pupils' understanding of lived faith and enable them to apply their learning beyond the classroom and to let their light shine through service, reflection and meaningful engagement with the world around them.

#### **4. Aims of Religious Education**

The aims of Religious Education at Archbishop Temple Church of England High School are to:

- Develop deep knowledge and understanding of Christianity as a living and diverse global faith.
- Foster knowledge and understanding of other religions and worldviews.
- Encourage pupils to explore beliefs, teachings, practices and lived experiences through theological, philosophical and human and social scientific lenses.
- Develop pupils' ability to analyse, interpret and evaluate religious, philosophical and ethical issues critically and thoughtfully.
- Promote religious literacy and engagement with sacred texts.
- Encourage respectful dialogue, open-mindedness and intellectual curiosity.
- Support pupils in reflecting upon their own beliefs, values and experiences.
- Foster respect, understanding and appreciation of diversity.
- Create a safe environment for dialogue, reflection and personal growth.
- Promote spiritual, moral, social and cultural development.
- Prepare pupils to contribute positively to modern Britain and the wider global community.
- Encourage pupils to recognise their responsibility towards others and to become courageous advocates for justice, compassion and the common good.
- Develop understanding of how Christian beliefs are rooted in scripture, interpreted in different ways, and expressed across diverse Christian traditions.

#### **5. Teaching and Learning**

Religious Education is taught through engaging, challenging and inclusive lessons which encourage pupils to think deeply and participate actively. Teaching is carefully sequenced to ensure progression in both substantive knowledge and disciplinary understanding. Pupils engage with religion and worldviews through theological, philosophical and human and social

scientific approaches, enabling them to develop increasingly sophisticated disciplinary understanding.

Lessons incorporate a range of teaching strategies including:

- Retrieval practice and interleaving
- Discussion and debate
- Analysis of sacred texts and sources of authority
- Extended writing and evaluation
- Enquiry-based learning
- Collaborative learning
- Reflection and personal response

Pupils are encouraged to engage respectfully with differing viewpoints and to develop confidence in expressing informed opinions supported by evidence and reasoning.

## **6. Assessment**

Assessment in Religious Education is designed to support progress and deepen understanding. Both formative and summative assessment strategies are used to monitor pupil progress and inform teaching. Assessment focuses on pupils' substantive knowledge of religion and worldviews alongside their ability to analyse, interpret and evaluate religious, philosophical and ethical issues.

Assessment may include:

- Retrieval quizzes and low-stakes testing
- Extended written responses
- Analytical and evaluative essays
- Verbal discussion and debate
- Knowledge checks
- Self and peer assessment

Feedback supports pupils in identifying strengths and areas for development, enabling them to make sustained progress over time.

## **7. Inclusion**

Religious Education at Archbishop Temple Church of England High School is inclusive and accessible to all pupils. Lessons are designed to meet the needs of all learners through adaptive teaching, appropriate challenge and scaffolded support where necessary.

The curriculum is designed to ensure that pupils of all faith backgrounds and none, including those with SEND and disadvantaged pupils, can access and succeed in Religious Education.

All pupils are encouraged to participate fully in lessons and discussions within a safe and respectful learning environment.

## **8. Spiritual, Moral, Social and Cultural Development**

Religious Education makes a significant contribution to pupils' spiritual, moral, social and cultural development. Through engagement with Christianity, other religions and worldviews, pupils explore questions of identity, meaning, purpose, morality and responsibility. RE provides opportunities for pupils to reflect on their own beliefs and values while developing respect, empathy and understanding of others.

Pupils are encouraged to:

- reflect upon their own beliefs, values and experiences;
- consider issues of justice, equality, human dignity and the common good;
- engage thoughtfully with diversity in modern Britain and the wider world;
- understand the role and influence of faith and belief in individuals, communities and society.

As a Church of England school, Religious Education makes a distinctive contribution to SMSC development through the exploration of Christian belief and practice. Spiritual development is nurtured through opportunities to encounter and reflect upon God, creation, human identity and the wonder of the world. Moral development is informed by the teachings and example of Jesus Christ, enabling pupils to consider ethical issues and make reasoned choices. Social development is fostered through exploring what it means to live well together in community, guided by Christian values such as love, compassion, forgiveness and service. Cultural development is enhanced through understanding Christianity as a diverse global faith and through engagement with the rich variety of religious and cultural traditions that shape contemporary society.

The impact of Religious Education on pupils' spiritual, moral, social and cultural development is evidenced through classroom discussion, written work, participation in enrichment opportunities and engagement with the wider life of the school. Pupils demonstrate increasing confidence in discussing matters of faith and belief, show respect for differing perspectives, and reflect thoughtfully on questions of meaning, purpose, identity and responsibility. Through these experiences, pupils develop empathy, wisdom and a deeper understanding of their role within both local and global communities.

Through Religious Education, pupils are equipped to become thoughtful, respectful and responsible citizens who contribute positively to their communities and the wider world.

## **9. Enrichment Opportunities**

Pupils are provided with a range of enrichment opportunities beyond the classroom to deepen and extend their understanding of religion and worldviews. These may include:

- Educational visits
- Guest speakers and workshops
- Engagement with local faith communities
- Leadership opportunities
- Collaboration with local schools and organisations
- Charitable and community service initiatives

These experiences enable pupils to encounter lived faith and put their learning into meaningful practice.

### **10. Monitoring and Evaluation**

The Religious Education department is responsible for monitoring the quality of teaching, learning and assessment within the subject. This includes:

- Lesson observations and learning walks
- Book reviews and work scrutiny
- Assessment analysis
- Curriculum evaluation
- Pupil voice activities

In addition, Religious Education is monitored and evaluated at senior leadership level through:

- Curriculum review
- Line management meetings
- Senior Leadership Team learning walks and quality assurance activities
- Review of pupil outcomes, curriculum provision and enrichment opportunities
- Reporting to governors on standards, curriculum development and the impact of Religious Education

The Curriculum Leader for Religious Education reports regularly to senior leaders and governors regarding standards, curriculum development and pupil outcomes.

The policy will be reviewed regularly to ensure continued effectiveness and alignment with the school's vision and statutory requirements.

### **11. Right of Withdrawal**

Parents have the legal right to withdraw their child from all or part of Religious Education in accordance with current legislation. Any requests for withdrawal should be made in writing to the Headteacher.

The Religious Education provided by the school is in accordance with the Church of England Foundation. This foundation is also reflected in the curriculum and the whole life of the school community. Since the conduct of the school as a whole reflects the Church of England ethos, removal of pupils from Religious Education cannot insulate them from the religious life of the school.