

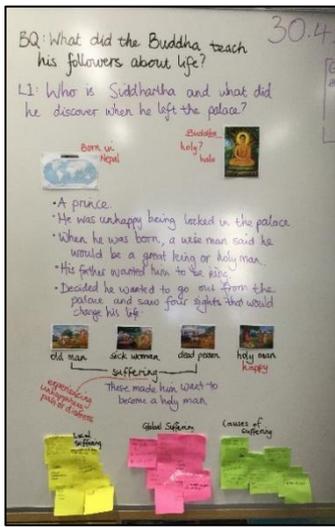
Intent

Religious Education teaching at our school supports our school vision of inspiring *life in all its fullness* through a curriculum and teaching practices which promote mutual respect towards those with different faiths whilst encouraging children to develop their own sense of identify and belonging through self-awareness and reflection. We recognise and value the vital contribution high-quality RE teaching provides in developing children's religious literacy. The importance of religious literacy is ever increasing as the world changes and impacts upon societal changes where different faiths and cultures endeavour to live in harmonious communities. Our Religious Education curriculum is shaped by an enquiry-based approach where children can develop an understanding and appreciation of differing beliefs, expressions of faith and the influences of religions on cultural practices and worldviews in the context of local, national and wider global communities. The development of children's knowledge, skills, understanding and curiosity is balanced through learning about religions and learning from religions. It is also our intent that children be able to engage critically with texts, ask deep and meaningful questions and make connections within and across religions and worldviews. Engaging children in this enquiry approach seeks to develop critical thinking (and higher order thinking) skills that improve religious literacy and prepares children for the opportunities, experiences and responsibilities in later life.

Implementation

- Class teachers plan and deliver religious education lessons across the school and help to draw out links with previous learning, other curriculum areas and children's own experiences.
- The curriculum follows the suggested units and planning provided by the LDBS (London Diocesan Board for Schools). We do however, adapt the planning to needs of the children and the particular cohort.
- RE is taught by class teachers, with support from the class TA who records children's responses during class discussions for specific topic questions. The class teacher and teaching assistant will also seek out thoughts and comments from children who have not volunteered to talk during whole class discussions so that all children are getting opportunities to contribute.
- Class teachers ensure children engage with a big question and subsidiary questions which focus on theology (about believing), philosophy (about thinking) and human and social sciences (about living) to support our enquiry-based approach.
- There is a balance of learning about religion (both substantive knowledge and over-arching substantive concepts (e.g. sacrifice, incarnation)) and learning from religion ('ways of knowing' and personal knowledge) which is specified in learning intentions.
- High-quality teacher questioning takes place in all lessons which leads to thoughtful discussions that seek to promote pupils' thinking about their own lives (personal knowledge) and contribute to the wider spiritual development of all pupils and to their skills in being able to 'disagree well'.
- Individual assessment of each child is carried out by recording responses to a range of big and subsidiary questions.
- Teaching and learning activities include a range of creative and practical activities that include interpreting and analysing sacred texts, using imaginative play or drama to express feelings and ideas, using challenging and controversial questions, completing extended pieces of writing and creating pieces of art to reflect key themes and discussions.
- Religious artefacts are used to bring the learning to life and are present in the classroom throughout the teaching of a unit to allow children to engage with them fully.
- In line with the LDBS scheme of work, there is a balance of two thirds Christianity-based learning with the other one third attributed to exploring other major world faiths. Links between faiths are made throughout the school and are drawn out explicitly in KS2.
- In line with the RE Statement of Entitlement in Church Schools, there is a commitment to the delivery of RE for at least 5-10% of the weekly teaching time.
- There is ongoing CPD for subject leader (through regular LDBS network meetings and training) and all class teachers.





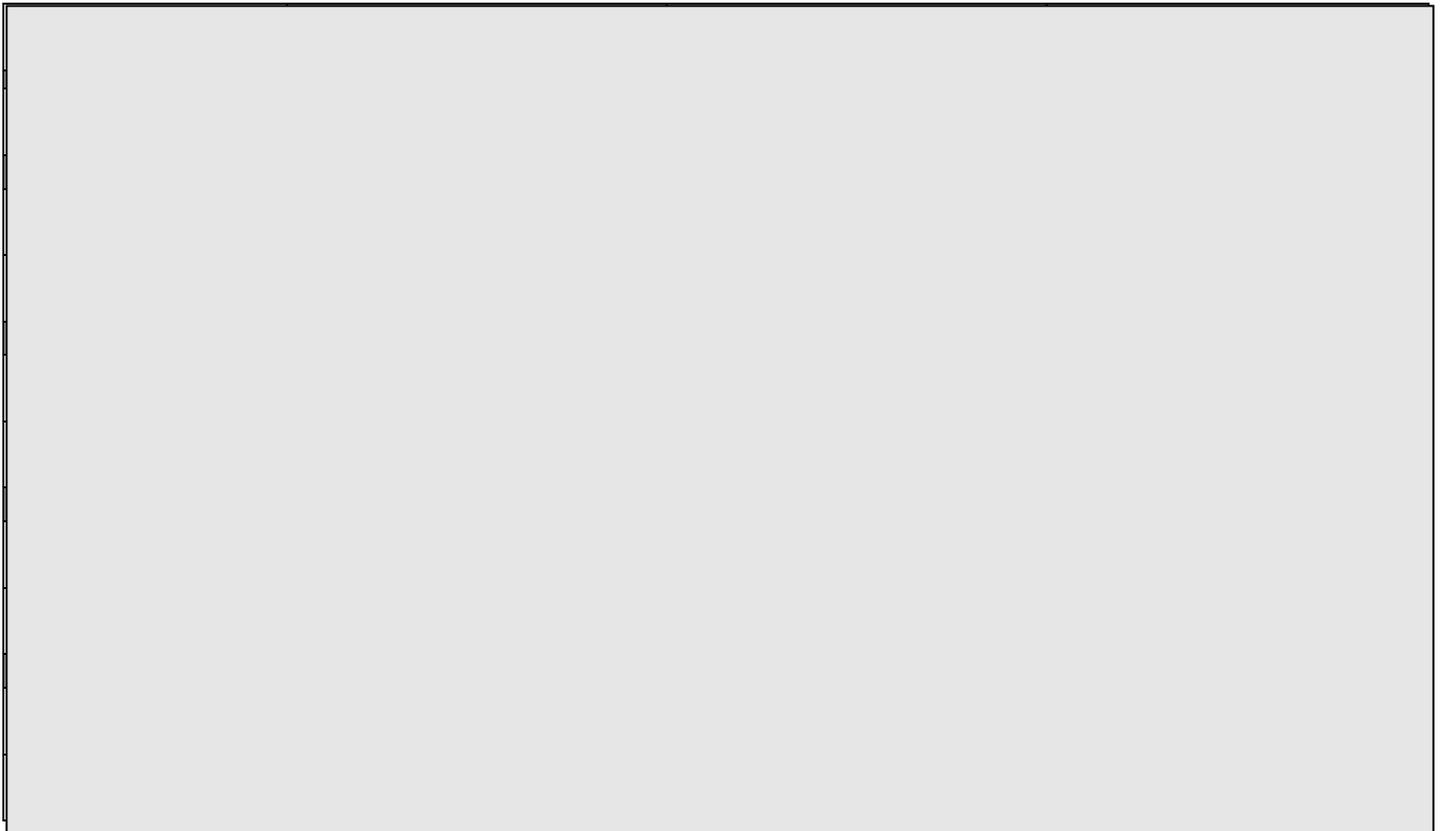
- Enrichment of the curriculum includes handling artefacts, meeting visitors from local religious communities (including from our school families), taking part in whole school events and making visits to religious places of worship. Educational visits play a key part in the curriculum enrichment of RE. By the time children leave the school, they will have visited the place of worship of all major world faiths.
- The promotion of Fundamental British Values is woven throughout our RE teaching and learning and ensures children develop mutual respect for people and their beliefs.
- All activities, questioning and opportunities for enrichment are tailored to learners in line with the school’s commitment to inclusion and adaptive teaching. Similarly, consideration is given to how greater depth will be taught, learnt and demonstrated within each lesson.
- Once termly pupil progress meetings take place to track children’s development as part of our formative assessment, with teachers making assessment judgements about children’s achievement in RE each term. Attainment is reported to parents in annual reports.

- See section at the end of this report for information about RE ‘trails’ on the board, used in lessons to support children to make connections and remember key concepts and learning.

Impact

- Children develop a deeper understanding of what it means to live *life in all its fullness*.
- Children are able to hold a balanced and well-informed conversation about religion and world views; they are religiously literate.
- All children are able to access the curriculum due to the variety of different activities completed in lessons and the collaborative learning typical of RE lessons.
- Children make good or better academic progress from their starting points.
- Children are able to reflect on, respond to and express their own religious, spiritual and/or philosophical beliefs.
- Children are able to make their own choices and decisions concerning religion and belief based on a deep knowledge and understanding of religions and worldviews, belief systems, values and practices.
- Children show respect for beliefs and practices which are different from their own, as well as interest in finding out more.

Whole school standards – three-year trend



Last year's key developments and successes in 2024/25:

1. To strengthen the human and social sciences discipline of RE at Christ Church

Providing children with examples of how religion can be a lived experience will further support their religious literacy and understanding of the concept of 'life in all its fullness' in the context of local, national and global communities.

24/25 target achieved: The human and social sciences discipline has been strengthened by ensuring that pupils developed a deeper understanding of how religious beliefs and practices influence individuals and communities. The existing



curriculum was looked at to identify where opportunities to explore religion through a human and social sciences lens could be enhanced. To build staff confidence, CPD sessions were given focused on disciplinary thinking in RE and supported colleagues with curriculum mapping to ensure progression in pupils' disciplinary thinking. As a result, pupils now engage more critically and thoughtfully with questions about belief, identity and community.

2. To develop and implement a more formalised style of assessment

Ongoing formative assessment will provide the best possible

assessment outcome for a child. Summative assessment tasks can be used if the teacher feels they are appropriate. It is recommended that these take place either in the middle of a sequence of learning so that any misconceptions can be addressed or at the end of the unit which would provide evidence of what the pupil has learnt during the unit. It is key that all assessment feeds into future planning.

24/25 target achieved A clear, structured assessment framework has been developed in alignment with our curriculum intent and learning outcomes. To support staff, CPD was given in a staff meeting to provide them with an understanding of how to ensure consistency, use evidence (big question books, children's responses in lessons, children's work) to assess and help guide future teaching and learning. Termly meetings to discuss pupil progress are firmly embedded and teachers have a good understanding of how to assess children.

3. Further develop opportunities for CPD in RE for subject leaders and other teaching staff

Subject leader/teachers have experience of other schools' good practice and of expert teaching to support refinements to curriculum and provision.

24/25 target partially achieved and to be continued

Building on the initial CPD opportunities already provided, future focus could include establishing collaboration with local networks and in particular the LDBS subject leader meetings to promote the sharing of effective practice. In addition, developing in school CPD led by the RE subject leaders would help embed ongoing reflection and improvement. Over time, this approach would ensure that RE teaching continues to be high quality, current and rooted in a strong understanding of the RE disciplines.

Key targets and actions moving forward (development priorities for 2025/26)

Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
<p>1. Review and refine Christ Church curriculum where needed in light of the government’s Curriculum and Assessment Review</p> <p><i>Intended Outcome: Christ Church curriculum aligns with national curriculum and other statutory guidance.</i></p>	<p>Review the government’s Curriculum and Assessment review, when published, and identify any areas for update or refinement in the Christ Church curriculum.</p> <p>Update planning and related documentation, including ‘curriculum pack’ and ‘curriculum statement’ for the subject, to reflect any updates.</p> <p>Ensure appropriate professional development and resources are in place for any changes or updates.</p> <p><i>It has been suggested in the Curriculum and Assessment review that RE become a national curriculum subject area.</i></p>
<p>2. To further develop RE as a space for curiosity, respectful dialogue and spiritual growth</p> <p><i>Pupils are growing up in a world of many different beliefs and values. Through RE, they continue to learn to understand others, think deeply about big questions and develop their own sense of meaning and belonging. This supports our school’s vision for children who are respectful, thoughtful and spiritually flourishing.</i></p>	<p>1. Encourage respectful discussions using prompts such as “I agree because...”/ “that makes sense to me because” and “I see it differently because”/ “I understand your idea but I think” to both agree and disagree kindly.</p> <p>2. Deepen understanding of belief and meaning Move beyond learning facts about religions to exploring what those beliefs mean for people’s lives and choices.</p> <p>3. Promote reflection and spirituality Build in simple moments of reflection in RE lessons where children can wonder imagine or make personal connections.</p> <p>4. Strengthen community links Attend interfaith day (for Year 5) and continue to invite visitors of different faiths or worldviews to help children to see RE as a bridge between communities.</p>
<p>3. Further develop opportunities for CPD in RE for subject leader and other teaching staff</p> <p><i>Subject leader/teachers have experience of other schools’ good practice and of expert teaching to support refinements to curriculum and provision.</i></p>	<p>1. Share recent CPD learning (from RE network meetings) with the wider staff through staff meetings.</p> <p>2. Support new staff by co-planning</p> <p>3. Apply for accreditation (RE quality mark) to celebrate and benchmark progress.</p>
<p>4. To incorporate a wider range of faith and non-faith worldviews through community links, visits, visitors</p> <p><i>Pupils will develop a deeper understanding and appreciation of faith and non-faith worldviews through authentic and spontaneous learning experiences. They will be able to discuss similarities and differences between beliefs with confidence and respect, showing greater empathy and curiosity about the wider world.</i></p>	<p>1. Representation and engagement</p> <ul style="list-style-type: none"> • Invite speakers from diverse faith and non-faith communities • Ensure diversity of worldviews is represented and reflected in the school community and that children are aware of these <p>2. Inclusive communication</p> <ul style="list-style-type: none"> • Recognise and celebrate non-religious observances across different cultures • Avoid assumptions about belief systems in surveys, interviews and interactions <p>3. Planning</p> <ul style="list-style-type: none"> • Consider opportunities for spontaneous referencing of non-religious worldviews

Response to the Ofsted Curriculum Research Review for Religious Education

The Ofsted curriculum research review for Religious Education (May 2021) reviews a wide range of relevant educational research into both primary and secondary Religious Education teaching and identifies factors which may contribute to high-quality Religious Education. As a school with a religious character, our RE teaching is not inspected by Ofsted or under the Education Inspection Framework, being inspected under the SIAMS framework instead. However, we have reviewed the Ofsted curriculum research review for RE to learn from the wider research into high-quality RE teaching. See our Autumn 2022 RE curriculum report for a summary and our response to the report.

Successful examples of enrichment from 24/25 – trips:

As part of children's learning about world faith topics, they visited a range of places of worship last year. In each one, children took part in or observed routines/rituals, learnt from members of the faith/faith leaders and were able to experience being inside a different spiritual building.

Year 5 visited the Central Gurdwara in Shepherd's Bush to learn more about the Sikhi religion.



Year 1 visited Belsize Park Synagogue as part of their learning about Judaism.



Year 4 and Year 1 visited St Alban's Cathedral; although the trip had a focus on history and art, this was another opportunity for children to experience a different Christian religious building.



Year 3 visited Bethnal Green Buddhist Centre



Year 4 visited the Central Mandir as part of their learning about Hinduism



Professional development and links outside the school

Professional development in RE plays an important role in strengthening teaching and learning across our school. Through targeted training and shared discussions, staff have been able to build confidence delivering RE, deepen their understanding of different religions and worldviews and reflect on how RE supports our school's values. This has led to more consistent and engaging lessons, where pupils feel safe to ask questions, explore beliefs and make meaningful connections to their own lives. Investing in RE professional development had also helped ensure a clear progression of knowledge and skills across year groups, enabling pupils to develop respect, curiosity and understanding of diversity within religions. This focus of staff development has enhanced the quality of RE in our school and positively impacted pupils' personal, social and cultural development.



Pupil voice – Autumn 2024

Children could talk about the fact that they learn about a range of different faiths:

Year 5 pupil *"we learn about Jesus and different faiths"*

Year 6 pupil *"I have learnt about Christianity, Judaism, Sikhism and Buddhism"*

Children could talk about what they learn about what other people believe and how this shapes their own beliefs:

Year 3 pupil *"Some people believe in one god and others believe in 2 or 3"*

Year 5 pupil *"We learnt about Moses in Year 4 and it taught us that Christians learn to listen to God's call"*

Year 4 pupil *"Sometimes teaches me about my own beliefs"*

Children could talk about asking and answering questions in RE lessons and how this supported their learning:

Year 5 pupil *"In the Sikhism topic I asked why they are not called Sikhism anymore and it is because their religion is not done (completed) yet."*

Year 4 pupil *"In the miracles, we learnt about there was one with the paralysed man and I asked why they lowered him through the roof because there was a big crowd. This shows they had faith"*

Children could talk about what spirituality meant to them:

Year 6 pupil *"I think it means if you have you have a religion or not it doesn't matter but there's still someone you believe in"*

Year 5 pupil *"Spirituality means your religion and faith group but you don't have to be religious to be spiritual"*

What makes our curriculum provision for religious education exceptional and beyond the expected?

- The quality of collaborative and written work completed in Religious Education lessons is often beyond the expected and worthy of sharing.
- The wide ranging and creative ways in which children respond to and record learning in RE is exceptional.
- The wide-ranging use of the places of worship in our local area to enrich learning is beyond the expected.
- The way in which we encourage, listen to and record children's responses to questions asked in each unit is beyond the expected.

Key points for discussion about this report

- RE's place as a core subject in our school curriculum
- How assessment is supporting children's attainment in RE
- The part our RE curriculum plays in reflecting the school's vision and values and in shaping pupils' spiritual development
- Development of RE trails and how these support learning in RE lessons.



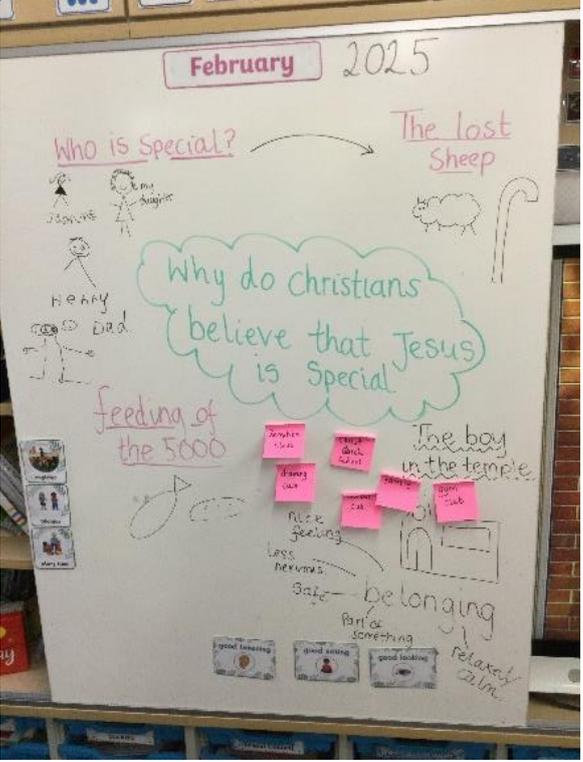
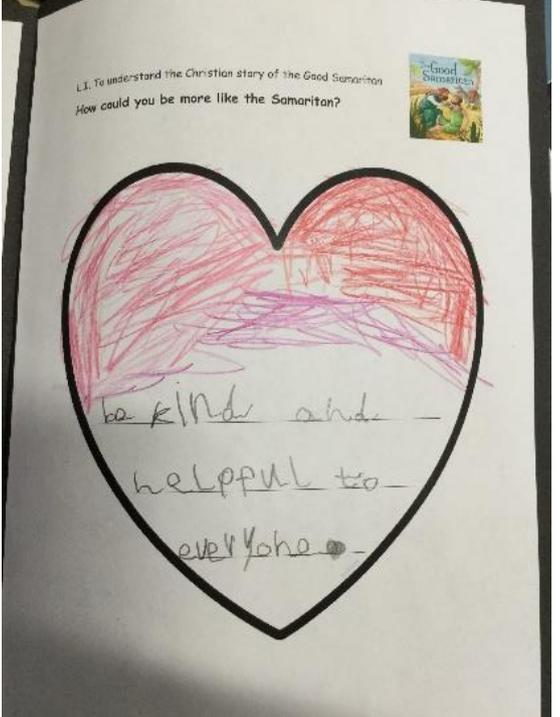
Work samples showing progression in learning:

RE trails

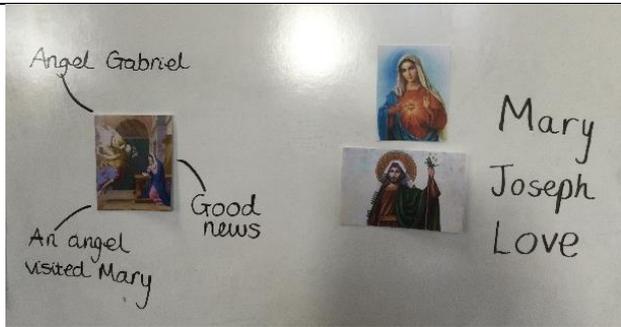
RE ‘trails’ on the board are an engaging classroom strategy devised and developed by Christ Church teaching staff to make the learning process in RE more visible and structured for children. Throughout the lesson, teachers record key vocabulary, ideas, visuals and discussion points on the board in a clear, connected ‘trail’ that mirrors the journey of the lesson. The visual pathway allows children to follow the flow of learning, see how concepts link together, and understand the progression from one idea to the next.

As new questions arise or pupils make insightful contributions, these can be added to the trail, showing that their thinking is valued and that the learning is an ongoing and collaborative process. By the end of the lesson, the completed trail serves as a visual summary of key information and can be used to support completion of independent tasks, reflection and assessment.

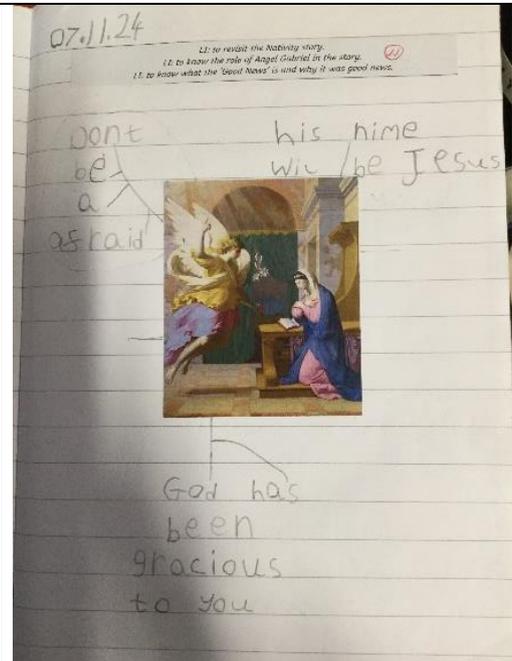
This approach encourages active participation, reinforces key knowledge and links to prior learning and helps pupils make meaningful connections between beliefs, teachings and religion as a lived experience.

Lesson/ enquiry question	Trail on the board (key learning points and progression)	Impact on pupil responses/ understanding
<p>Reception Why do Christians believe that Jesus is special?</p>	 <p>In this lesson, children began thinking about what makes someone special and how people show care, kindness or leadership. Then they looked at stories from the Bible that show why Christians believe Jesus is special and important.</p>	 <p>The children’s work illustrates how the trail has influenced their understanding by highlighting the key features of each story. The child here has understood that, for Christians, Jesus is someone who helps everyone.</p>

Year 1
Why is each person important in the Nativity?

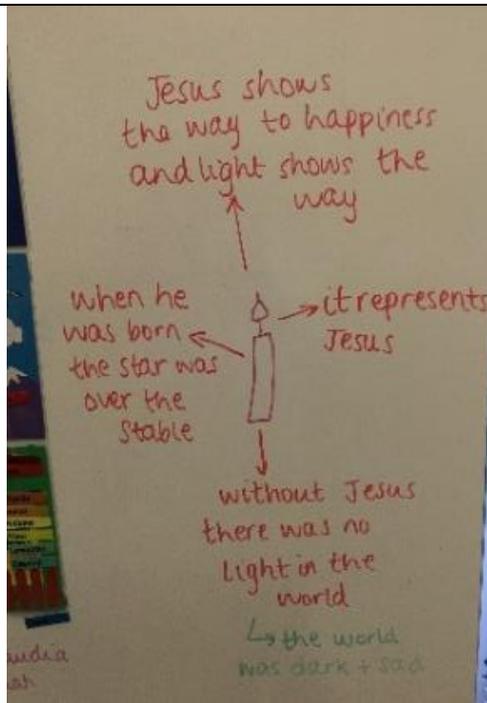


In this lesson, children explored the story of the beginning of the Nativity with the Angel Gabriel telling Mary the news she was going to have a baby. The trail shows the key vocabulary and visuals at an age-appropriate level.



In the children's own work, the style of the trail has been reflected but with their own key takeaways from the story.

Year 2
How does the symbol of light help us to understand the meaning of Christmas for Christians?



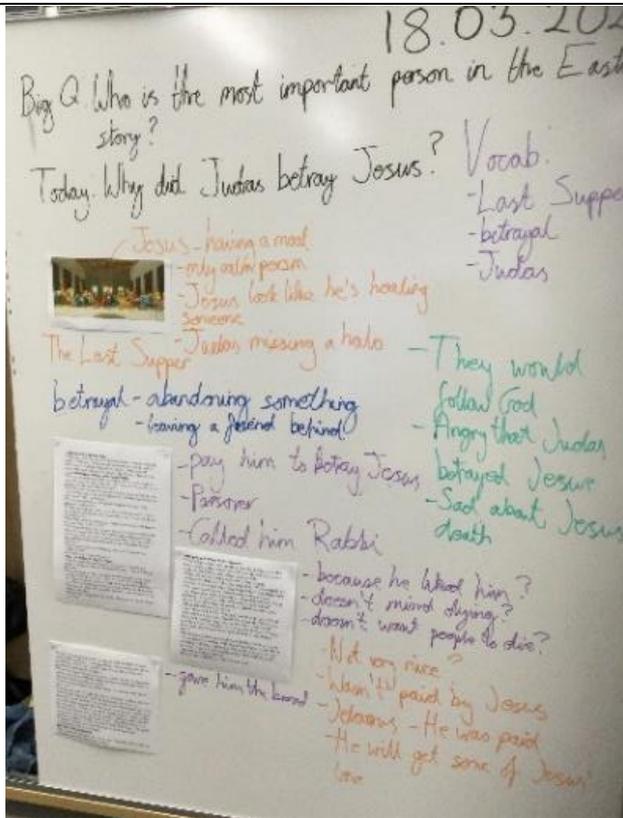
In this lesson, children were able to think about what the Christingle candle represents for Christians and why Christians in churches all over the world make these in services at Christmas time.



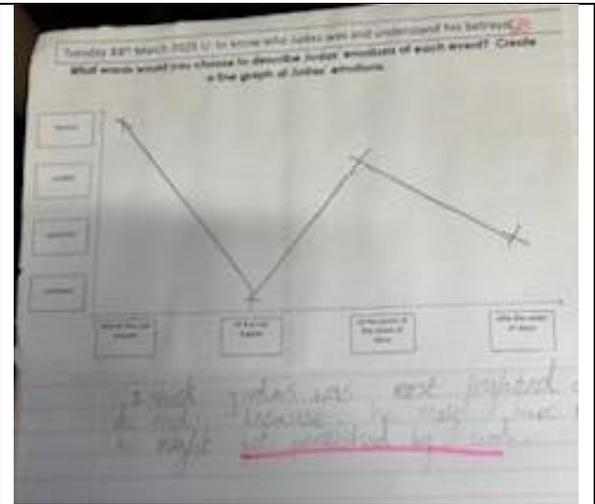
Children were able to use their understanding of the importance of light at Christmas to create their own art work representing this.

Year 3

Who is the most important person in the Easter story?



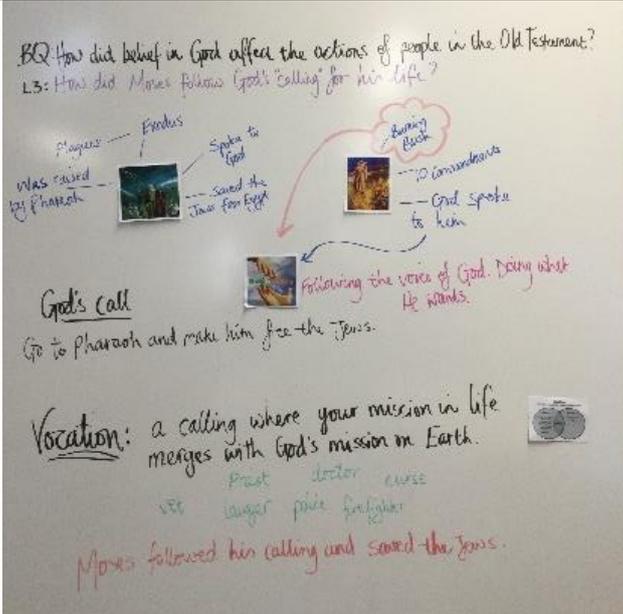
In this lesson, the trail demonstrates how to analyse biblical texts and supports them in coming up with their own ideas as to why Judas betrays Jesus. The texts used in the lesson form part of the trail.



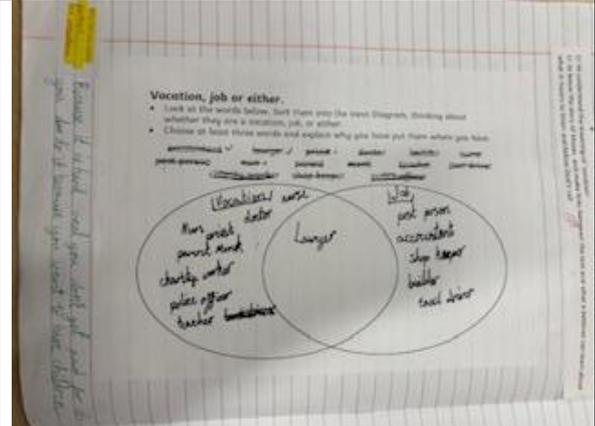
By referring back to the trail, children are then able to complete independent work plotting Judas' different emotions during different points of the story and giving reasons for their ideas.

Year 4

How did belief in God affect the actions of people in the Old Testament?



Children explored the key themes of the Old Testament in this lesson, coming up with definitions together as a class.



They then referred back to these definitions in order to record their learning about vocations.

