



The Diocesan  
Board of  
Education

# RE News



Welcome to the summer term edition of RE News. This edition reflects on the importance of seeing the RE curriculum as something under continual development. It also shares the work of some of our incredible RE leaders and teachers across the region, along with ideas and resources to support your RE curriculum.

As ever, if you have anything to share in the next edition of RE News, please do get in touch. I look forward to hearing from you!

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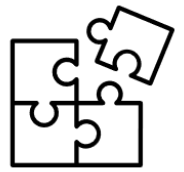
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## Special points of interest

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- Celebrating excellent practice in RE
- The latest news and views from around the country
- Exciting new resources to support you in the classroom

# Curriculum—It’s Never Done!



Many RE leaders and teachers across Lincolnshire are anticipating the revised Lincolnshire locally agreed syllabus for RE, which is due to be launched in June. This syllabus has been produced by Wendy Harrison, supported by a working party of infant, junior, primary and secondary school RE teachers and leaders from across the region. The syllabus reflects the [National Content Standard for RE](#) (2023) and includes support

on selecting substantive, disciplinary and personal knowledge. The syllabus covers a range of religious and non-religious worldviews between Early Years and KS4, and offers guidance for non-examined RE at KS4 and KS5. Suggested teaching and learning activities and links to helpful resources will support schools using this syllabus to construct their RE curriculum. Local authority maintained schools across Lincolnshire are required to base their RE curriculum on this locally agreed syllabus. Voluntary aided schools and academies are welcome to use it, but are not legally required to do so. Both the local authority and Wendy Harrison will be offering training and support over the next academic year (and beyond) to enable schools to work with this revised syllabus. Remember: a syllabus is not a curriculum. The syllabus tells you **what** should be taught, but your curriculum articulates **how** the school intends to cover that **what**, and **why** this is contextually appropriate for the school. Curriculum is never done—developing the RE curriculum is a long-term project, not something that can or should be sorted by September 1st. For those schools that will be using the revised Lincolnshire agreed syllabus from September, see the next academic year as a year of transition. Use the [EEF guidance on implementing change](#) to support the process of developing your RE curriculum.

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## FAQs

- **My school is based in North or North East Lincolnshire—should I be moving to the revised Lincolnshire agreed syllabus?**

*No, schools in this region will continue to use the 2018-23 Lincolnshire agreed syllabus until the 5-yearly process of review is completed; the process of reviewing the syllabus for these regions will begin in the next academic year.*

- **My school is voluntary aided or an academy—what are my options?**

*You can use the 2025 Lincolnshire locally agreed syllabus if you wish to, but you do not legally have to. You can continue to use your existing curriculum or explore other free and commercial curriculum options, e.g. Oak National Academy, RE Today, Jigsaw RE, the LDBE Primary RE Curriculum, etc.*

# Teachers as Learners: “Growing the Soul”

I was recently interviewed for a podcast episode that explored teachers participating in a national leadership programme. I have been a mentor on this programme for several years; this year, I have had the privilege of working alongside a teacher with neurodiversity who has needed significant adaptations to enable them to participate effectively.

Being a mentor on this programme has really made me reflect on the importance of teachers always being learners. This includes learning by engaging *with* research and learning by engaging *in* research.

It is very easy, as teachers and leaders, to stay in our local or regional bubbles – even in the bubble of our own school. But there is power in actively reaching beyond this by engaging in or with research. Doing so enables us to *notice* – to notice how things can be different, what our own assumptions might be and what barriers others might face that we have never experienced for ourselves. Engaging in or with research also helps us become better *interpreters* – it helps us realise not just what we are doing, but also why we are doing it. It helps us understand that neither leadership nor teaching is neutral, that every choice is an act of interpretation. It gives us the knowledge and understanding to articulate *why* some might say that the ‘right’ approach to critical thinking is this or the ‘best’ method of assessing progress is that, and then to make our own choices rooted in that learning.

As educators, we want our pupils to be curious and open to new ways of thinking and knowing. We want them to be expansively generous of others’ experiences and viewpoints, whilst having a well-considered standpoint of their own. We want them to feel confident in recognising what they don’t know and reaching out to fill that gap. We want them to understand that learning is always an act of interpretation and that their interpretations matter.

If this is what we want for our pupils, then it should also be what we want for ourselves. As we move towards the end of this academic year, I wonder what opportunities you have had to engage with new ways of thinking or knowing. I wonder whether you feel confident in recognising what you don’t know and reaching out to fill that gap. I wonder how often you have considered the approach you take to leadership or teaching and the *why* that sits behind it. It always strikes me that we have high aspirations for our pupils that we don’t always allow ourselves.

I hope this last part of the academic year will provide you with some time and space to consider what it means for you to be a learner. Standing in the tradition of St Augustine of Hippo, the great 4<sup>th</sup> century African bishop, we know that “The soul grows by learning”, so we are always here alongside you as part of your learning journey. You can find out more about our training and professional development offer on the back page of RE News.

[RE:Online](#) contains really helpful overviews of up-to-date research relating to religion and worldviews education.

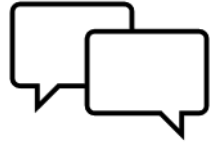


[RE Hubs](#) is a great one-stop shop for finding out more about RE support and training available in your region

## Questions for Reflection

1. What opportunities do I have to be a learner? What impact do they have on my approach to RE curriculum, teaching and assessment?
2. What training and research could I access in my local or regional area? How might they support me?
3. What difference might it make if I do not have opportunities to be a learner?

# DEVELOPING ORACY



Last October, the Oracy Commission published its report, [We Need To Talk](#). In it, the authors share evidence and a range of perspectives on oracy and the ways in which it can be utilised and developed in schools. They celebrate the importance of oracy whilst also exploring its boundaries. The report explores the contribution oracy can make to positive outcomes for all pupils and wider society more generally.

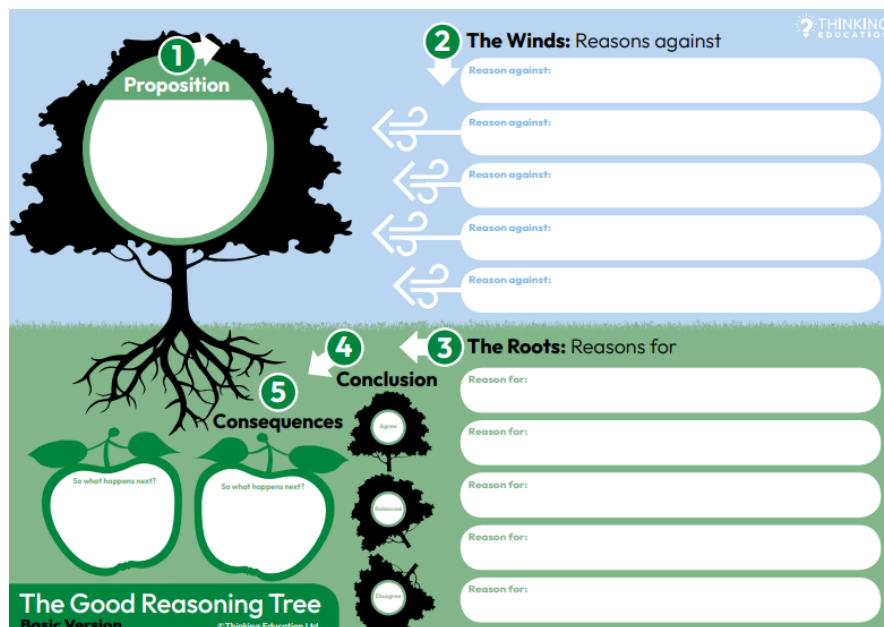
Earlier this year, Culham St Gabriel's hosted an oracy focus week to explore what this might mean and look like for RE. The focus week explored two key questions:

1. What are the unique aspects of oracy in our subject?
2. How can we leverage oracy to encourage pupils to engage with diverse worldviews, express their understanding, and share their perspectives?

An 'In-Conversation' was hosted by Fiona Moss, Education and Programmes Manager at Culham St Gabriel's Trust; guests included Rachael Higginson (Curator of the *Finding My Voice* Project), Azaan Akbar (member of Culham St Gabriel's Leadership Programme), Dr Ryan Parker (RE adviser and podcaster) and Will Ord (Director of Thinking Education Ltd.). You can watch this 'In-Conversation' [here](#).

The focus week also shared a number of blogs outlining ways in which RE teachers around the country develop oracy in their contexts, along with summarise of research and signposting of key resources. You can access all these [here](#).

Developing oracy is a key feature of effective RE and a key method associated with Philosophy, one of the three 'ways of knowing' (disciplinary knowledge). One resource teachers may like to explore is Will Ord's *Thinking Tree*. This tool supports pupils to develop the art of argument, providing practical support to use critical thinking skills. You can find out more about this freely accessible tool [here](#).



# EXPLORING WORLDVIEWS USING DATA

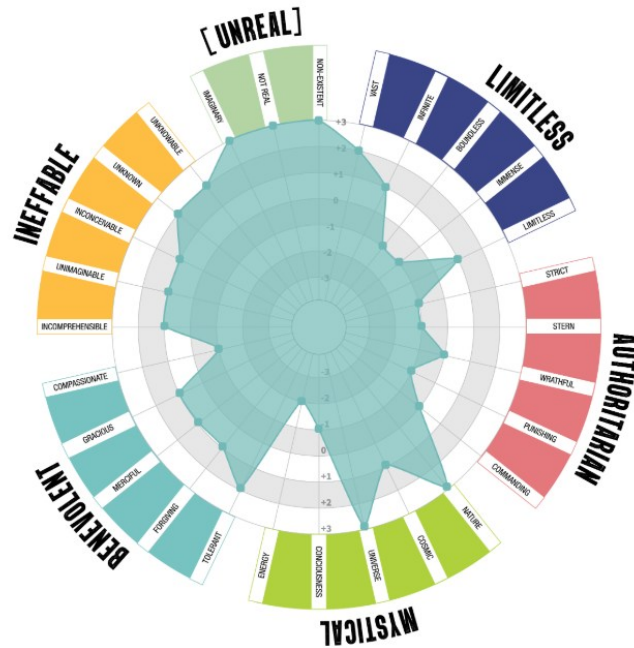
As we move towards using a religion and worldviews approach to teaching RE, it becomes increasingly important to support our pupils to engage with the lived reality of religion and belief. This includes helping them understand the way in which context affects people’s ways of believing, living and thinking.

There are a growing number of tools to help you do this in the primary and secondary classroom. One useful example is RE Today’s [Whose Worldview? resource](#). The tool enables pupils to create visual representations of their own worldviews, allowing them to compare and contrast this with other worldviews—from their class, their school, their wider local community, and so on. Drawing from research from psychology, it focuses on two key questions:

1. What is your idea of God?
2. What is the impact of your worldview?



## Chelsey's Ideas of God LAMBI snowflake



Johnson, Sharp, et al. created a five-factor measure to see how far diverse ideas of God can be described in five broad categories: limitless, authoritarian, mystical, benevolent and ineffable – the LAMBI measure.

### About Chelsey

Age: 34  
Gender: Female  
Location: Birmingham  
Worldview: Atheist  
Group: RE Today Team

Share: [f](#) [t](#) [e](#)

Another source of information you may wish to use in your classroom is the recently published research report, *Belief in Britain: A Look into the Religious and Spiritual Landscape of the Nation*. This report gathers data from 10,000 adults in Britain between December 2024 and January 2025. The participants were categorised into four key groups: those who identify as non-religious, those who identify as religious, those who consider themselves religious and / or spiritual but are uncommitted to any particular tradition, and those who identify as primarily spiritual. The data suggests significant generational differences between religious and spiritual identity. You can find out more about this research [here](#).

1.

Young people are both more spiritual and more religious than older people; they also report becoming more spiritual and more religious in the past five years.

2.

Atheism appears to be most popular among people in the 40s and 50s; younger people seem less interested.

3.

Nevertheless Britons young and old are highly critical of religion, and pessimistic about its outlook.

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# CHURCH SCHOOLS' FESTIVAL

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Over the past month, around 2500 Year 6 pupils from over 70 schools across the Diocese of Lincoln (Lincolnshire, North Lincolnshire and North East Lincolnshire) have gathered at Lincoln Cathedral as part of the annual Church Schools' Festival. This festival, which takes place over eight days, celebrates the family of church schools across the region and provides pupils with opportunities to find out more about Christian worldviews by exploring the Cathedral. They have the chance to learn more about the history of the building, some of the key people associated with it and the ways in which it has been used (and misused!) over the centuries. The Education Team at the Cathedral lead are central to the festival and they are happy to support schools from across the region to explore Lincoln Cathedral as part of the RE curriculum. To find out more about their offer, see [here](#). Thank you to the Cathedral Education Team, iSingPop and the diocesan education team for all their incredible work at this year's festival!



# EXPLORING WORLDVIEWS THROUGH CASE STUDIES

As we begin to ask more scholarly questions of the content we teach in RE, it is inevitable that our pupils will become more engaged in the ways in which context affects people’s ways of believing, living and thinking. Case studies are a useful tool to help make this tangible in the classroom; they can also provide a useful mechanism for introducing scholarly questions and methods to our pupils. In this edition of RE News, we explore the case study of Moses Montefiore.

## Who was Moses Montefiore?

Moses Montefiore was a prominent English Jew who lived during the nineteenth century. He devoted much of his life to protecting and providing support for oppressed and vulnerable Jewish people. He particularly focused on keeping Jewish traditions and celebrating Ashkenazi and Sephardi Jewish people who came together (he came from a Sephardi background and his wife, Judith, came from an Ashkenazi background).

You can find out more about Moses Montefiore’s life and work [here](#), [here](#) and [here](#).



Primary RE	Secondary RE
<p>Use the case study of Moses Montefiore to find out more about religious beliefs about human beings and social action.</p> <p><u>Possible activities</u></p> <p>Use the case study of Moses Montefiore as a way into learning about the historical heritage of Jewish worldviews in the UK. This could include learning about Jewish beliefs and traditions, including the importance of community, and comparing them with Moses Montefiore’s values, principles and actions.</p> <p>Focus on: timeline, asking questions and analysing information about the ways in which Moses Montefiore lived out his religious traditions in the context of his time.</p>	<p>Use the case study of Moses Montefiore to find out more about religious beliefs about human beings, equity, diversity, justice and social action.</p> <p><u>Possible activities</u></p> <p>Use the case study of Moses Montefiore as a way into learning about different religious responses to equality, equity, diversity, inclusion and justice. This could include comparing contemporary and historical responses to these issues.</p> <p>Consider ways in which Moses Montefiore’s social activism was motivated by his Jewish identity and traditions, and by being part of a religious and ethnic minority in the UK.</p> <p>Focus on: utilising questions and methods from the human and social sciences to analyse Moses Montefiore’s</p>



## RE RESOURCES AND SUPPORT

The Wallace Collection has a range of opportunities for primary and secondary schools to engage with their collection of sacred art through in-person visits and online sessions. You can find out more about this [here](#).



The Chartered College of Teaching has produced a bank of case studies on the safe and effective use of AI in schools. You can find out more about these case studies [here](#). The most recent DfE guidance and support on using AI in education, produced in partnership with Chiltern Learning Trust and the Chartered College, can be found [here](#).



Facing History and Ourselves (UK) is an organisation that supports schools and teachers to address the rising incidence of hate crimes through developing pupils' understanding of racism, religious intolerance, and prejudice, increasing their ability to relate the lessons of history and literature to their own lives, and promoting greater understanding of their roles and responsibilities in a democracy. You can find out more about their resources [here](#).



This [resource from PBS](#), produced with Simon Schama, provides a fascinating visual overview of Jewish history and tradition, including the Jewish community in the UK.



# Upcoming Professional Development Opportunities

Date	Time	Training
26th September 2025	1.30pm—3pm	<p><b>RE Cluster Meeting</b></p> <p>Virtual Session, Open to All</p> <p>Free to Attend</p> <p>Book <a href="#">here</a></p>
8th October 2025	1.30pm—3.30pm	<p><b>RE Subject Leadership</b></p> <p>Virtual Session, Open to All</p> <p>£70 (SLA); £150 (non-SLA)</p> <p>Book <a href="#">here</a></p>
21st November 2025	4pm—6pm	<p><b>The RE Curriculum</b></p> <p>Virtual Session, Open to All</p> <p>£70 (SLA); £150 (non-SLA)</p> <p>Book <a href="#">here</a></p>

The Diocesan RE Adviser is happy to carry out bespoke training on:

- ⇒ RE subject leadership
- ⇒ Types of knowledge in the RE curriculum
- ⇒ RE subject knowledge (religious and non-religious worldviews)
- ⇒ Developing disciplinary knowledge in RE
- ⇒ RE and assessment
- ⇒ A worldviews approach to RE

She is also able to work alongside RE subject leaders to carry out RE reviews and provide RE curriculum support in schools, academies and MATs.

For more information, see our 2025/6 service level agreement [here](#) and our 2025/6 MAT partnership agreement [here](#).

For further details, please email the Diocesan RE Adviser at [gillian.georgiou@lincoln.anglican.org](mailto:gillian.georgiou@lincoln.anglican.org).

To book, please see our [website](#).