



The Diocesan  
Board of  
Education

# RE News

Welcome to the autumn term edition of RE News. This edition reflects on big changes in RE, including the launch of the revised Lincolnshire locally agreed syllabus for RE and the publication of the National Curriculum and Assessment Review report, with its recommendations for RE. 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!

**Gillian Georgiou**

**Diocesan RE Adviser**

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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

# National Curriculum and Assessment Review

The long-awaited final report of the [National Curriculum and Assessment Review](#) was published in early November. This report was highly anticipated because it was due to make recommendations about the future place of RE on the school curriculum.

Many RE-related groups contributed to the review process and the panel considered a wide range of evidence relating to RE. Although RE is not currently part of the National Curriculum and so did not technically fall under the purview of the review, some key recommendations were made:

1. That RE should become part of the National Curriculum
2. That the Government should take a staged approach to introducing RE to the National Curriculum

“... all pupils should have an entitlement to high-quality RE...”

These recommendations are reliant on consensus being achieved by all the key interest groups, including faith, belief and educational groups. As the report notes, “Most stakeholders agree that all pupils, regardless of the type of school they attend, should have an entitlement to high-quality RE and that the most effective way to do this is by moving it to the national curriculum. However, if this desired quality and consistency are to be achieved, there will be trade-offs, and all parties will have to make compromises to achieve consensus”. This is a recognition of the current complex systems within which RE functions, resulting in different rules for different kinds of schools.

To gain sector-wide consensus could be seen as a challenge, but this is an important moment in the evolution

of the subject, not least because of the widespread agreement across all groups that change is needed. It is unlikely that any formal decision will be ratified immediately, nor that RE will be part of the National Curriculum any earlier than the stated aim of 2028 for all recommendations made in the report.

However, there is now a clear direction of travel to ensure that all children and young people access their entitlement to a high-quality education in religion and worldviews.

Within the report, there is a clear steer for those involved in making decisions about the future of RE:

“Representatives from faith groups, secular groups and the wider teaching and education sector that we heard from during the Review should build on the constructive and

collaborative work they have been doing through the course of the Review... This group should liaise with relevant external parties and, building on the existing [National Content Standard for RE](#) in England, engage with faith and non-faith schools, as well as RE organisations and faith communities, to co-create a draft RE curriculum.” The revised Lincolnshire locally agreed syllabus for RE takes account of the National Content Standard for RE, and it will also form the basis of the revision of the locally agreed syllabus for schools in North and North East Lincolnshire over this coming year.



# The 2025 Lincolnshire Locally Agreed Syllabus:

## Working Together

Since the launch of the 2025 Lincolnshire locally agreed syllabus for RE in July, teachers across the region have been thinking about how to revise the RE curriculum in their schools and academies. The updated syllabus takes a [religion and worldviews approach to RE](#), which includes a focus on developing pupils' understanding of and ability to use the different 'ways of knowing' (disciplinary knowledge). It also seeks to engage pupils in asking questions about religion and belief by presenting them with tangible, lived examples. A religion and worldviews approach ultimately aims to support pupils to recognise that 'no-one stands nowhere' so that they become more aware of their own positionality.

It has been a real privilege to spend some time this term working alongside primary and secondary RE leaders and teachers from across Lincolnshire. Together, we have been thinking about how to translate the syllabus into curriculums that reflect the context and meet the needs of pupils in our schools. A few weeks ago, a group of secondary Religious Studies leads were generously hosted by Spalding Grammar School. They explored how the syllabus could be used to develop the KS3 Religious Studies curriculum. During the course of the day, the group worked on a

series of case studies that reflect the four key progression strands that underpin the syllabus. These case studies engage with Pagan religious worldviews, the significance of Kali-Durga in Hindu worldviews and the apparition of the Virgin Mary to Coptic Christians in Zeitoun, Egypt in the 1960s. A range of other case studies are planned.

Saxilby Church of England Primary School welcomed a group of primary RE leaders and teachers, who started work on a series of fictionalised case studies to support KS1 pupils to engage with religious worldviews through stories and festivals. Each case study is rooted in the tangible living reality of religion and belief, and provides teachers with practical ideas for developing disciplinary and personal knowledge alongside covering core substantive content.

Our huge thanks go to all the teachers who have attended this term's planning workshops and contributed to building a bank of case studies that will be offered to all Lincolnshire schools. Over the course of this academic year, there will be a further two primary and two secondary planning workshops for schools using the 2025 Lincolnshire locally agreed syllabus. Further details will be shared soon—all are welcome and we would love to see you there!

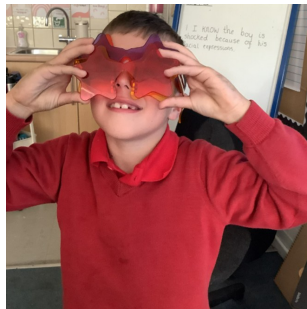


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# TAKING A RELIGION AND WORLDVIEWS APPROACH

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Pupils at **Saxilby Church of England Primary School** have been learning about religious and non-religious worldviews using a religion and worldviews approach. **Laura Albans**, the RE subject leader, has worked with colleagues to introduce case studies in the RE classroom and to explicitly support pupils to develop the ‘ways of knowing’ as part of the RE curriculum. Pupils have learned that ‘no-one stands nowhere’ by thinking about how the world might look different through someone else’s eyes. They have also explored Christian worldviews through the eyes of a young Ethiopian child getting ready to celebrate Genna, or Christmas. Teachers at the school have been impressed by the pupils’ engagement in a new way of encountering religion and belief and the pupils themselves are excited to find out which case study they will explore next!



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## EXPLORING RELIGION AND BELIEF: SIXTH FORM CONFERENCE

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**William Farr C of E Comprehensive School**



KS5 students from William Farr Church of England School and Branston Community Academy gathered together at Lincoln Bishop University in July to explore big questions about religion and belief. The students are studying for a range of qualifications, including Religious Studies, and this one-day conference supported them to think about how learning about religious and non-religious worldviews might support them in their next steps beyond school. One student from William Farr writes, “The RE day at Bishop Grosseteste was a thought-provoking experience that allowed us to explore many different aspects of religion, and topics that can be considered with an ethical viewpoint. We were encouraged to think about the impact of our society on the belief of God, the justice system, medical ethics, the impact of AI in medicine, and peace and conflict, among many others. Collaborating with another school allowed us to consider and debate new viewpoints which we may not have considered in the past. Overall, it permitted us to consider our worldview on religion and recognise that any view and opinion is valuable and worth acknowledging. Not only this but the environment of being at a university offered us insight into future pathways and allowed us to experience a different learning style.” Many thanks to the RE departments at William Farr and Branston Community Academy, and to the whole team at Lincoln Bishop University.

# SPALDING PARISH CASE STUDY

Primary academies across the Lincoln Anglican Academy Trust (LAAT) have recently started using the Lincoln Diocesan Board of Education (LDBE) Primary RE Curriculum. This curriculum, written by Gillian Georgiou, the Diocesan RE Adviser, takes a religion and worldviews approach to teaching RE, intertwining substantive, disciplinary and personal knowledge through engaging with real and fictionalised case studies. This curriculum is being used by academies and voluntary aided schools across the region and beyond. You can find out more about it [here](#).

**Claire Hearth**, the RE subject leader at **Spalding Parish Church of England Day School** and an Associate Diocesan RE Adviser, shares her experiences of working with the new curriculum materials:

“Introducing a new curriculum always takes time and care. We have been working hard to make sure we have addressed any knowledge gaps and to ensure we explicitly plan for developing the substantive, disciplinary and personal knowledge in the curriculum materials. Our Year 6 teachers found the first term’s teaching quite challenging, but one teacher came to find me to say how her children had recalled their learning from last term so well and she felt that they had done some great learning. It was lovely to see her so enthusiastic about it!”

Having reviewed the impact of the curriculum over the course of the term, the team at Spalding Parish have been able to see the difference it makes to engage with the lived reality of religion and belief through case studies. They have also seen the power of using scholarly questions to help pupils better understand how context affects religious and non-religious worldviews. Feedback has also shown that taking a religion and worldviews approach has helped pupils become more consciously aware of their own worldviews and the ways in which it influences them.

Thanks you so much to Claire and her colleagues at Spalding Parish for sharing their RE journey!

Thursday 6<sup>th</sup> November  
WALT explore different denominations overtime.

**LET'S DISCUSS**

# CHRISTIANITY

How have the teachings around the role of women changed over time?

Anne Askew   Corinthians   Genesis 1   Rev. Aileen

Talk Task...

Do you think the number of different denominations of Christianity is a strength or a challenge?

Think about Sophie... Why? How do you know? What is the evidence? Is this good evidence?

**LET'S DISCUSS**

The image shows two educational posters for Religious Education (RE). The left poster, titled 'RE', features a central question 'What is a human being?' and several text boxes with questions and answers. It includes icons for various religions: Human, Allah, Sikh, Guru, Wodepuru, and Khulifa. The right poster, titled 'Do religious worldviews change over time?', features a central question 'Do religious worldviews change over time?' and several text boxes with questions and answers. It includes icons for Catholic, Hindu, Muslim, Jewish, and Buddhist.



LINCOLNSHIRE COUNTY COUNCIL  
**RE TRAINING AND SUPPORT**  
**(PRIMARY)**

**SPRING TERM 2026**



**Primary RE Leads and Teachers**

**15/1/26 4pm to 6pm via Zoom**  
Using case studies in RE; book [here](#)

**3/2/26 1.30pm to 3pm via Zoom**  
RE network meeting (primary and secondary); book [here](#)

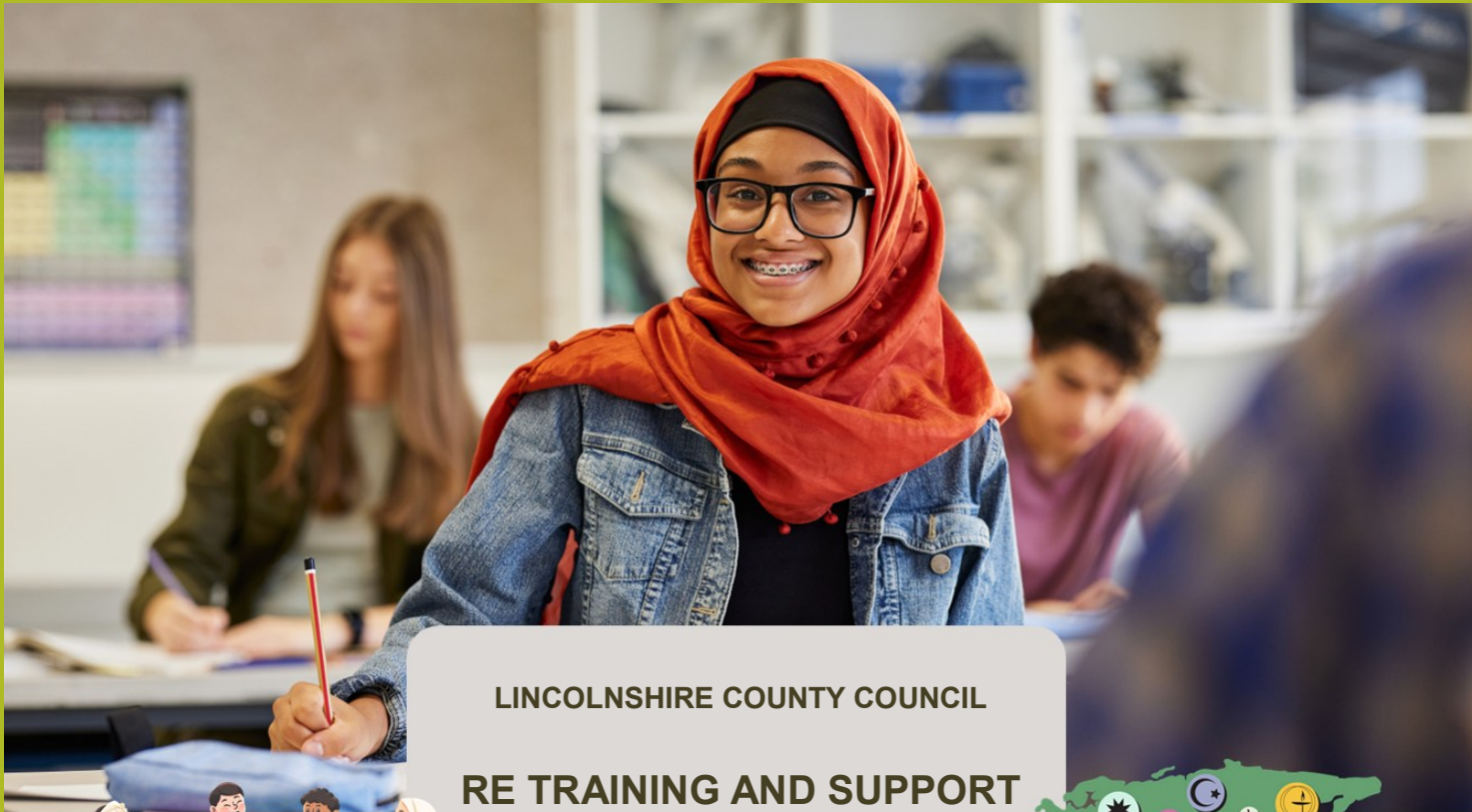
**10/3/26 4pm to 6pm via Zoom**  
Developing oracy in RE; book [here](#)

**31/3/26 1.30pm to 3pm via Zoom**  
RE network meeting (primary and secondary); book [here](#)

*All sessions are open to all Lincolnshire-based RE leaders and teachers and are free to attend*

Primary RE leaders and teachers are also invited to take part in **RE planning workshops**. Further details will be sent out soon.

**20/3/26** - primary planning group



LINCOLNSHIRE COUNTY COUNCIL  
**RE TRAINING AND SUPPORT**  
**(SECONDARY)**  
SPRING TERM 2026



### Secondary RE Leads and Teachers

**20/1/26 4pm to 6pm via Zoom**  
Using Case Studies in RE; book [here](#)

**3/2/26 1.30pm to 3pm via Zoom**  
RE network meeting (primary and secondary); book [here](#)

**12/3/26 4pm to 6pm via Zoom**  
Developing Core RE at KS4; book [here](#)

**31/3/26 1.30pm to 3pm via Zoom**  
RE network meeting (primary and secondary); book [here](#)

*All sessions are open to all Lincolnshire-based RE leaders and teachers and are free to attend*

Secondary RE leaders and teachers are also invited to take part in **RE planning workshops**. Further details will be sent out soon.

**27/2/26** - secondary planning group

# 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 **Susanna Wesley**.

## Who was Susanna Wesley?

Susanna Wesley was the mother of John and Charles Wesley, the founders of Methodist Christianity. She was born in London in 1699, one of 25 children. She grew up valuing education and, once married and a mother, ensured that all her children received an education. She married Samuel Wesley in 1688 at the age of 19 and moved with him to Epworth, North Lincolnshire. Throughout her life, she supported her children and was a major difference maker in the early Methodist Church.

You can find out more about Susanna Wesley's life and work [here](#), [here](#) and [here](#).



Primary RE	Secondary RE
<p>Use the case study of Susanna Wesley 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 Susanna Wesley as a way into learning about the historical heritage of Christian worldviews in the UK, including different Christian denominations. This could include learning about Christian beliefs and traditions, including the importance reading and interpreting the Bible, and the role of preaching in Christian worship.</p> <p>Focus on: creating a timeline for Christianity in the UK, asking questions and analysing information about the ways in which Susanna Wesley lived out her religious traditions in the context of her time.</p>	<p>Use the case study of Susanna Wesley 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 Susanna Wesley 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 Susanna Wesley's role as the 'Mother of Methodism' might have inspired Methodist approaches to social activism in the UK and across the world.</p> <p>Focus on: utilising questions and methods from theology and the human and social sciences to analyse how Susanna Wesley's Christian worldview changed over time and her role in shaping Methodist Christianity.</p>



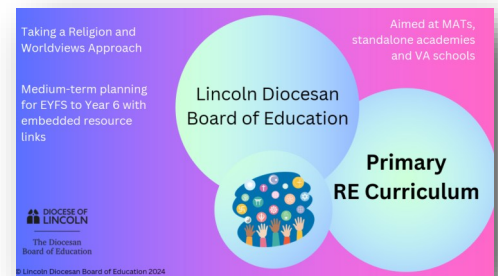
## RE RESOURCES AND SUPPORT

Farmington Scholarships applications are now open with a final deadline of **January 25th 2026** for the 2026-27 scholarships. You can find out more about the opportunities provided by these fully-funded scholarships [here](#).

FARMINGTON  
INSTITUTE



The LDBE Primary RE Curriculum is now in use in more than 100 schools and academies across England. The curriculum take a religion and worldviews approach to RE and provides medium-term planning from Early Years to Year 6. You can find out more about these materials here or contact [gillian.georgiou@lincoln.anglican.org](mailto:gillian.georgiou@lincoln.anglican.org).



The Diocesan RE Adviser, Gillian Georgiou, has written a collection of Religious Studies case studies aimed at KS3. These case studies introduce students to historical and contemporary examples of lived religion and belief, supporting them to develop the 'ways of knowing' in RE and become more consciously aware of their own positionality. You can purchase these case studies [here](#).



Schools based in and around Lincoln might be interested in reaching out to the [Faizan-E-Madina Lincoln Islamic Centre](#), located in the north of the city. Imam Habeeb, who leads the community, is very keen to connect with schools and can provide support in introducing both pupils and staff to Muslim worldviews. You can find out more about the support that can be offered [here](#).



# Upcoming Professional Development Opportunities

Date	Time	Training
3rd February 2026	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>
24th February 2026	4pm—6pm	<p><b>Developing Knowledge in RE</b></p> <p>Virtual Session, Open to All</p> <p>£70 (SLA); £150 (non-SLA)</p> <p>Book <a href="#">here</a></p>

**For more information on the free RE training provided on behalf of Lincolnshire County Council for Lincolnshire schools, please see pp. 6 and 7; this includes links for those schools eligible to book.**

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 religion and 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](#).