



Religious Education Policy

September 2025

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1. Legal framework

This policy has due regard to legislation, including, but not limited to the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 78
- The School Standards and Framework Act, schedule 19

This policy has been created with regard to the following DfE guidance:

- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT) as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.

2.2 The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
 - Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus of DDAT.
 - Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus of DDAT.
 - Liaising with the subject leader about key topics, resources and support for individual pupils.
 - Monitoring the progress of pupils in their class and reporting this to parents.
 - Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
 - Undertaking any training that is necessary in order to effectively teach RE.
- 2.3 The special educational needs coordinator (SENCO) is responsible for:
- Liaising with the subject leader in order to implement and develop specialist writing-based learning throughout the school.
 - Organising and providing training for staff regarding the RE curriculum for pupils with special educational needs and disabilities (SEND).
 - Advising staff on how best to support pupils' needs.
 - Advising staff on the inclusion of learning objectives in pupils' individual education plans.
 - Advising staff on the use of teaching assistants in order to meet pupils' needs.

3. Early Years Foundation Stage (EYFS)

All pupils in the EYFS will be taught RE as an integral part of their personal, social and emotional learning. All pupils will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling. All pupils will reflect on their feelings and experiences. Teachers will encourage imaginative play and curiosity in pupils

4. Curriculum

Firs Primary School adheres to the locally-agreed syllabus of Derbyshire and Derby city/DDAT. RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes. All pupils will have a high quality, coherent and progressive experience of RE. The school will decide the attitudes and skills they wish to emphasise across a school year or key stage, which meets the needs of the pupils. The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum. Pupils will be introduced to issues of right and wrong, good and evil, conflict and justice.

Good practice for the curriculum include:

- Exploring controversial issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.
- Learning outside the classroom by participating in educational visits
- Assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.

5. Teaching and learning

The RE curriculum is delivered at least once a week for KS1 and KS2. Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain. Classroom teachers encourage pupils to discuss topics covered in RE, orally with their peers and as a whole class. During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.

To improve understanding of the topic, several methods of teaching is deployed including but not limited to:

- Storytelling.
- Adult-led activities.
- Child initiated activities.
- Debating

6. Planning

All lessons will have clear learning objectives, which are shared and reviewed with pupils. Planning for RE will be comprised of a Progression and coverage document and short term planning which will be carried out by the relevant member of staff, e.g. the classroom teacher. Long-term plans include the topics studied in each term during the key stage. Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher. The subject leader is responsible for reviewing and updating long-term plans on an annual basis, and communicating these to teachers prior to the start of a new term. Teachers are responsible for reviewing and updating short-term plans, building on the progression and coverage document, taking into account pupils' needs and identifying the methods in which topics could be taught. Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.

7. Assessment and reporting

Pupils will be assessed using methods of formative and summative assessment throughout the year. Formative assessment will be carried out routinely throughout the year; assessment will be carried out at the conclusion of each topic to measure pupils' development throughout each half-term. The results from formative assessments will be used to inform teachers' lesson plans. Summative assessment will be carried out at the end of a unit of work. Teachers will use the results to assess pupils' overall achievement for each half term. This information will be passed on at the end of the school year to each pupil's future teachers, in order to measure how well a pupil has progressed at any given time in their education. Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms. Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards RE and understanding of the key concepts. The progress of pupils with SEND will be monitored by the SENCO.

8. Resources

The subject leader is responsible for the management and maintenance of RE resources, as well as for liaising with the headteacher and school business manager to purchase further resources. Display walls will be utilised and updated on a termly basis, in accordance with the topics being taught at the time. The subject leader will undertake regular audits of RE equipment and resources.

9. Equal opportunities All pupils will have equal access to the RE curriculum. Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons. When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs. Cultural and gender differences are positively reflected in RE lessons and the teaching materials used

10. Monitoring and review

This policy will be monitored and reviewed on an annual basis by the subject leader. The scheduled review date for this policy is September 2026. The subject leader will review the teaching of RE in the school, ensuring that taught content adheres to the locally agreed syllabus of DDAT. Any changes to the locally-agreed syllabus of DDAT will be communicated to the headteacher. Any changes to this policy will be communicated to all teaching staff.

11. Right to withdraw

Parents and carers have the legal right to withdraw their child from all or part of Religious Education (RE) provided at school. This right of withdrawal also extends to collective worship.

If you wish to exercise this right, we ask that you:

- Contact your child's class teacher
- Arrange a meeting with the school to discuss your request and any practical arrangements.

The school remains responsible for the supervision of any child withdrawn from RE. We will work with parents and carers to agree appropriate alternative activities that are educationally worthwhile and respectful of the child's needs.

While we respect and uphold the right to withdraw, we encourage parents and carers to consider the value that high-quality RE can offer in promoting knowledge, understanding, and respect for different beliefs and worldviews.