RE Policy

September 2026

Dated: Autumn Term 2026

Review Date: Autumn Term 2027

1. Introduction

The objective of this policy is to provide direction to staff in delivering a broad, balanced and challenging Religious Education (RE) curriculum, ensuring that teaching and learning are of a consistently high standard.

This policy outlines the teaching and learning of RE at Firs Primary School. All children will have the opportunity to engage with RE throughout their time at Firs. The curriculum is planned to ensure progression in pupils' knowledge, understanding, vocabulary and skills across the primary phase, enabling them to explore religious and non-religious worldviews and consider their significance in the lives of individuals and communities.

RE provides opportunities for pupils to reflect on their own experiences, develop their understanding of others and explore important questions about beliefs, values, identity and belonging. Through high-quality teaching, pupils will be encouraged to approach different beliefs and worldviews with curiosity, respect and open-mindedness.

2. Aims (Intent)

The RE curriculum at Firs Primary School aims to:

- Develop pupils' knowledge and understanding of Christianity and a range of other religions and non-religious worldviews, in accordance with the locally agreed syllabus.
- Provide opportunities to study Christianity in depth during each key stage, alongside meaningful and balanced learning about Islam, Hinduism, Sikhism, Buddhism, Judaism and Humanism.
- Develop pupils' understanding of the ways in which beliefs influence individuals, families, communities, traditions and ways of life.
- Encourage pupils to ask thoughtful questions, explore different perspectives and reflect on questions of meaning, purpose, belonging, morality and truth.
- Promote respect, tolerance, equality and understanding of diversity, including an appreciation of the protected characteristics and the importance of living respectfully alongside people with different beliefs and worldviews.
- Develop pupils' ability to describe, explain, compare and reflect on religious and non-religious beliefs, practices and experiences.
- Inspire curiosity through meaningful, first-hand experiences, including visits to places of worship, encounters with believers and opportunities to explore religious artefacts.

- Develop pupils' ability to engage in respectful discussion and dialogue, listening to different viewpoints and expressing their own ideas thoughtfully.
- Build a secure understanding of subject-specific vocabulary, enabling pupils to communicate their learning accurately and confidently.
- Support pupils in making connections between RE and other areas of the curriculum, including PSHE, British Values, history, geography and wider personal development.
- Ensure that all pupils, regardless of background, prior attainment, language or additional needs, can access and benefit from an ambitious RE curriculum.

3. Organisation (Implementation)

The RE curriculum is planned in accordance with the locally agreed syllabus and the school's RE curriculum and progression documents. These documents identify the key knowledge, vocabulary, concepts and skills pupils are expected to develop as they progress through the school.

The curriculum provides a coherent study of Christianity, with Christianity explored in depth during each key stage. Pupils also learn about other religious traditions and non-religious worldviews, including Islam, Hinduism, Sikhism, Buddhism, Judaism and Humanism. Curriculum planning takes account of the school context and the lived experiences of pupils, ensuring that learning is relevant, inclusive and respectful of the diversity within the school community.

RE is organised through planned units of learning and enquiry questions. These provide a clear focus for each unit and encourage pupils to investigate beliefs, practices and experiences rather than simply recall facts. Pupils are supported to build on prior knowledge, make connections between different areas of learning and revisit important concepts and vocabulary over time.

Teaching and learning may include:

- Exploring religious stories, texts, beliefs and teachings.
- Investigating artefacts, symbols, images and places of worship.
- Learning about festivals, celebrations, worship and rites of passage.
- Comparing similarities and differences between religious and non-religious worldviews.
- Asking questions, discussing ideas and engaging in respectful dialogue.
- Reflecting on personal experiences and considering different perspectives.

- Using retrieval practice to revisit prior learning, strengthen long-term memory and identify misconceptions.

Where appropriate, RE learning is enriched through meaningful first-hand experiences. These may include visits to churches, mosques, mandirs and gurdwaras; visitors who share their beliefs and experiences; and opportunities to handle or explore religious artefacts. Such experiences help pupils make connections between classroom learning and the ways beliefs are expressed in everyday life.

RE also provides opportunities for cross-curricular learning. Links may be made with PSHE, British Values, Picture News, Lyfta, history, geography and other relevant areas of the curriculum. These connections are used to deepen pupils' understanding of identity, community, diversity, citizenship and respectful relationships.

Learning environments support and enhance RE teaching where appropriate. Displays, vocabulary prompts, artefacts and examples of pupils' work may be used to reinforce key concepts and celebrate learning about different religions and worldviews.

4. Inclusion

At Firs Primary School, all pupils are entitled to access a high-quality RE curriculum that recognises and values their individual backgrounds, experiences and needs.

Teachers adapt RE lessons using a range of strategies to ensure that pupils with SEND, pupils learning English as an additional language (EAL), disadvantaged pupils and those working below age-related expectations can participate meaningfully in learning.

Strategies may include:

- Visual resources, photographs, symbols and concrete objects.
- Pre-teaching and revisiting key vocabulary.
- Vocabulary mats and clear explanations of subject-specific terminology.
- Sentence stems and structured speaking and writing frames.
- Carefully planned questioning and opportunities for paired discussion.
- Practical activities and the exploration of artefacts.
- Chunked instructions, worked examples and additional processing time.
- Targeted adult support and appropriately scaffolded tasks.

Teachers draw on pupils' prior knowledge and use ongoing assessment to identify gaps in understanding and address misconceptions. Support is designed to enable

pupils to engage with the same ambitious curriculum wherever possible, rather than unnecessarily limiting their learning.

Care is taken to ensure that SEND or catch-up interventions are timetabled so that pupils do not routinely or frequently miss RE lessons.

Teaching is sensitive to the diversity of pupils' beliefs, family backgrounds and lived experiences. No pupil should be expected to speak on behalf of an entire religion or worldview, or to disclose personal beliefs or family practices. Pupils are encouraged to listen respectfully, ask thoughtful questions and recognise that individuals within the same tradition may have different experiences and interpretations.

5. Assessment and Recording of Work

Assessment in RE is ongoing and informs future teaching. Teachers use formative assessment strategies throughout lessons to establish what pupils know, understand and can explain. These may include questioning, discussion, observation, retrieval activities, quizzes, written responses and the review of pupils' work.

Teachers use assessment to identify misconceptions, revisit prior learning and adapt teaching to meet pupils' needs. Enquiry questions provide opportunities for pupils to demonstrate their developing understanding, make connections and communicate their ideas using appropriate vocabulary.

Summative assessment takes place at appropriate points within the curriculum. Teachers consider pupils' work and responses in relation to the intended learning outcomes and the school's RE progression documents. This enables staff to evaluate learning over time and identify areas for further development.

Assessment information also supports the RE subject leader in monitoring curriculum coverage, progression and the impact of teaching across the school.

In the Early Years Foundation Stage (EYFS), children begin to develop the foundations for RE through experiences that support their understanding of themselves, their families, their communities and the wider world. Relevant opportunities may arise through *Understanding the World*, *Personal, Social and Emotional Development* and *Communication and Language*. These experiences help children begin to recognise similarities and differences, explore celebrations and traditions, ask questions and develop respect for others.

A variety of methods are used to record RE learning, including written work, drawings, annotated photographs, worksheets, discussions, presentations, creative activities and examples of practical learning. Work may be recorded in individual books or through whole-class evidence, where appropriate.

RE also makes an important contribution to pupils' oracy and personal development. Not all learning needs to be recorded in writing; purposeful discussion, questioning, reflection and practical exploration are valued as evidence of pupils' developing understanding.

6. Resources

A range of resources is used to support the effective teaching of RE. These may include religious artefacts, photographs, religious and non-religious texts, stories, videos, vocabulary resources, presentations and materials from recognised educational organisations.

Resources are selected to ensure that information is accurate, age-appropriate, inclusive and representative of the diversity within religious and non-religious traditions. Care is taken to avoid presenting any religion or worldview as uniform, recognising that beliefs and practices may vary between individuals and communities.

Where appropriate, staff use visitors and visits to places of worship to enrich learning and provide first-hand experiences. These opportunities are planned to complement curriculum objectives and deepen pupils' understanding.

Phase teams and the RE subject leader identify resource needs and arrange the purchase or development of additional materials as required.

7. Monitoring and Review

The RE subject leader is responsible for monitoring standards in pupils' work and the quality of teaching and learning across the school. This includes evaluating curriculum coverage, progression, inclusion and the impact of RE on pupils' knowledge, understanding and attitudes towards different beliefs and worldviews.

Monitoring activities may include:

- Reviewing pupils' work and examples of recorded learning.
- Pupil voice discussions to establish what pupils know, remember and understand.
- Analysis of topic quizzes
- Learning walks and lesson visits, where appropriate.
- Reviewing planning, curriculum coverage and progression documents.
- Evaluating assessment information and identifying gaps or misconceptions.
- Gathering staff voice and identifying professional development needs.

- Reviewing the impact of visits, visitors and practical learning experiences.

The subject leader supports colleagues in planning and delivering high-quality RE, keeps up to date with developments in the subject and provides strategic direction for future improvement.

An annual RE action plan identifies strengths, areas for development, priorities and intended outcomes. Evidence gathered through monitoring informs the evaluation of the curriculum and supports ongoing improvement.

8. Right to Withdraw from Religious Education

Parents and carers have the legal right to withdraw their child wholly or partly from Religious Education in accordance with the relevant legislation. The school will respond to requests in line with its legal responsibilities and current guidance.

Parents and carers wishing to discuss withdrawal should contact the Headteacher. The school will discuss the request and explain the arrangements that would apply.

Where a pupil is withdrawn from RE, the school will make appropriate arrangements in accordance with its legal obligations. The school will ensure that requests are handled sensitively and respectfully.

9. Continuing Professional Development

Professional development will be arranged as required in response to curriculum developments, subject monitoring and identified staff needs.

CPD may include signposting staff to reliable resources to strengthen subject knowledge, sharing effective practice, collaborative planning, modelling lessons, coaching and guidance on teaching specific religions and worldviews accurately and sensitively.

The RE subject leader supports colleagues in developing confidence in subject knowledge, enquiry-based teaching, assessment, inclusion and the use of practical resources and first-hand experiences.

10. Review and Adoption

This policy will be reviewed annually by the RE subject leader and updated as necessary to reflect curriculum developments, changes to the locally agreed syllabus and relevant statutory guidance.

Further Documents: RE Firsy Foundation; RE Curriculum and Progression Documents; RE Action Plan; Derby Agreed Syllabus.