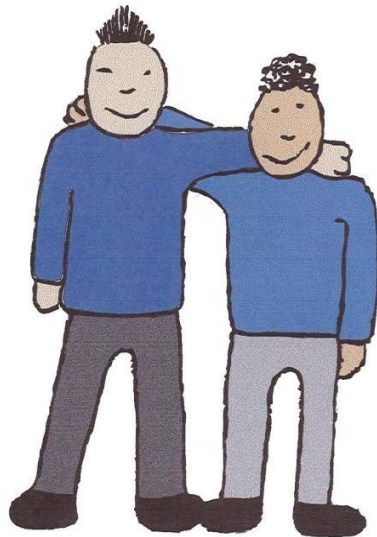


Kneesall C of E Primary



## Religious Education Policy

Head Teacher Signature:	<i>Emerf.</i>
Date Adopted:	June 2026
Review Date:	June 2028



## 'Together We Achieve'

### Our Vision

To grow as a community, within the love of God, so that all my confident may flourish by and nurturing courage, enabling kindness and instilling faith.

### Our Values

#### Kindness

Learning respectfully alongside each other, helping each other to grow through our acts of kindness.

“You shall love the Lord your God with all your heart, with all your soul, with all your strength, and with all your mind, and your neighbours as yourself.”

Luke 10: 25

#### Courage

Developing the courage to stand up and speak; courage is also what it takes to sit down and listen.

“You come to me with a sword, with a spear, and a javelin. But I come to you in the name of the Lord.” 1 Samuel 17: 45

#### Faith

Aspiring to learn with courage and faith, believing in God, ourselves and each other so that we can live life in all its fullness

“He saves and He rescues; He performs wonders and miracles in heaven and on earth”. Daniel 6: 27

## 1 Aims and objectives

- 1.1 Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Kneesall C of E Primary School, we develop the children's knowledge and understanding of the major world faiths, and we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.
- 1.2 The aims of religious education are to help children:
- develop an awareness of spiritual and moral issues in life experiences;
  - develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
  - develop an understanding of what it means to be committed to a religious tradition;
  - be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
  - develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
  - develop investigative and research skills and to enable them to make reasoned judgements about religious issues;
  - have respect for other peoples' views and to celebrate the diversity in society.

## 2 The legal position of religious education

- 2.1 This policy has due regard to statutory guidance including, but not limited to, the following:
- Statutory Inspection of Anglican and Methodist Schools 2023
  - DfE (2012) Religious Education (RE) and collective worship in academies and free schools
  - Equality Act 2010
  - Education Act 2002
  - Education Reform Act 1988

2.2 This policy has due regard to the most recent version of the following school policies:

- Behaviour Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Feedback Policy

## 3 Roles and Responsibilities

3.1 The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of languages, providing support for staff.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit.
- Liaising with teachers across EYFS, KS1 and KS2
- Communicating developments in the subject to all staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- 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.
- Collating assessment data and setting new priorities for the development of RE.

### 3.2 The classroom teacher is responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' knowledge and understanding in RE, with due regard to long term plan and the Notts Agreed Syllabus
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the school RE Curriculum.
- 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 annually to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

### 3.3 The special educational needs coordinator (SENCO) is responsible for:

- Liaising with the subject leader to implement and develop RE throughout the whole school.
- Organising and providing training for staff regarding the RE curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the use of teaching assistants in order to meet pupils' needs

## 4 Curriculum planning in Religious Education

As a Church of England school, the RE curriculum maintains a strong Christian focus. We also recognise the importance of preparing children be citizens in a multi-cultural society, and as such explore the beliefs and practices of other faiths such as Islam and Judaism at an age-appropriate level. The school carefully sequences knowledge, concepts and procedures to build knowledge and skills systematically over time. This is illustrated by way of a Curriculum Progression Map and Curriculum Objectives which set out what is taught in each year group across the school alongside the order of units taught; these can be found on the school website. Staff are further supported by the long-term overview, which can also be found on the curriculum page of our school website. Within the curriculum, there is sufficient flexibility so that the school can address identified gaps

in pupils' knowledge. Opportunities are planned to revisit previously learned knowledge, concepts and procedures; this is to ensure that, once learned, knowledge becomes deeply embedded in pupils' memories and allows rapid and accurate recall. This enables pupils to work with increasing independence, apply their knowledge to more complex concepts and procedures, and gain enjoyment through a growing self-confidence in their ability. These opportunities are documented in the Scheme of Work.

## 5 **Planning**

All relevant staff members are briefed on the school's planning procedures as part of their staff training.

Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.

There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.

Long-term planning, set out by the RE Subject Lead, will be followed in each year group.

Short-term planning is the responsibility of the class teacher. This is achieved by building on long term planning, considering pupils' needs and identifying the method in which topics could be taught.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

Lessons will be differentiated to meet the needs of all pupils. This will be flexible and informed by assessment, marking and feedback.

## 6 **Recording**

The outcomes of each lesson will be presented in the class RE Floor Books in EYFS and KS1. This may include examples of pupils' work, their comments or photographs. Each page will be dated with the learning objective given. Pupils in KS2 also record work in their personal RE books, when appropriate. Possible lesson outcomes include writing, artwork, drama, presentations, discussions and posters.

## 7 **Resources**

Long term lesson plans, units of work, unit covers and assessments can be found on the school server. Staff also have access to a range of artefacts for the religions taught along with non-fiction books to support learning. Staff can also order books from the Library Service each half term.

## 8 **Display**

Each classroom has an RE display which highlights work related to the current concept being taught. There is also an area for quiet reflection and prayer for the children to freely access.

## 9 Assessment and feedback

Assessment is carried out at the beginning and end of every term. At the start of a unit assessment for learning is conducted to get an understanding of what children's prior knowledge is and inform teachers of the next steps. By the end of the unit assessment is carried out using a retrieval activity. Data is used to measure the effectiveness of the curriculum and check if children know more and remember more. Marking and feedback is carried out in line with the school policy.

## 10 Equal Opportunities

All children are entitled to an equal opportunity to learn regardless of race, culture, language, religion, colour, language, gender or ability. We aim to deliver a broad and balanced RE curriculum appropriate to children's needs, ages, and levels of understanding. Mutual respect and tolerance for all religions is actively promoted through the study of Religious Education. As a Dyslexia-friendly school, we use a range of strategies to support pupils' reading and writing in foundation subjects. Staff have received specific training about special educational needs and use individual 'Pupil Passports' to highlight strategies that are beneficial to particular children. This may include techniques such as not expecting children to copy from the board, displaying key lesson vocabulary clearly and providing children with the opportunity to record their learning in a variety of ways (e.g. art, drama, using IT)

## 11 Monitoring and review

The RE Co-ordinator is responsible for monitoring the standards of the children's work and the quality of the teaching in Religious Education. They are also responsible for supporting colleagues in the teaching of Religious Education, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. They review samples of the children's work, conduct pupil interviews and visits classes to observe teaching in the subject in line with the school's monitoring cycle.

