



RE Policy

Approved by:
B.Suddhi

Date: February 2026

Last reviewed on: February 2026

Next review due February 2027
by:

Signed by:

Headteacher

Date: February 2026

Chair of governors

Date: February 2026

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Early Years Foundation Stage (EYFS)
4. Curriculum
5. Teaching and learning
6. Planning
7. Assessment and reporting
8. Resources
9. Equal opportunities
10. Monitoring and review

Statement of intent

Pear Tree Infant and Walbrook Nursery schools recognise the effect that an inclusive teaching style can have on a pupils' progress, both inside and outside of the school environment. At our school, we provide a broad and balanced curriculum which encompasses spiritual, moral, social and cultural development.

The school has created this policy in order to ensure that:

- All pupils are provided with a balanced and broad curriculum which encompasses the traditions of Great Britain as well as a variety of other mainstream religions and beliefs.
- All staff members are aware of planning, assessment, teaching and learning requirements for the RE curriculum.
- All pupils understand all elements of RE, as per the locally-agreed curriculum.
- All pupils receive a high level of teaching which is maintained at all times.
- Community cohesion and high standards of achievement are promoted.

1. Legal framework

- 1.1. This policy has due regard to legislation, including, but not limited to the following:
 - The Education Act 1996
 - The Education Act 2002
 - The School Standards and Framework Act 1998
- 1.2. This policy has been created with regard to the following statutory and non-statutory guidance:
 - DfE (2023) 'Religious education in English schools: Non-statutory guidance 2010'
- 1.3. This policy has been created with regard to the following DfE guidance:
 - DfE (2017) 'Statutory framework for the early years foundation stage'
- 1.4. This policy has been created in conjunction with the following school policies:
 - British Values Policy
 - Equality, Equity, Diversity and Inclusion Policy

2. Roles and responsibilities

- 2.1. The lead Teacher 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.
 - 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.

- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Managing and maintaining writing resources.
- Liaising with the SBM to purchase further resources.
- Reviewing and updating long-term and medium-term lesson plans on an **annual** basis and communicating these to teachers prior to the start of a new term.

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

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE.
- Planning lessons effectively, ensuring a range of teaching methods are used.
- Reporting any concerns regarding the teaching of the subject to the 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:

- 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)

- 3.1. All pupils in the EYFS will be taught RE as an integral part of their personal, social and emotional learning.
- 3.2. All pupils will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.
- 3.3. All pupils will reflect on their feelings and experiences.
- 3.4. Teachers will encourage imaginative play and curiosity in pupils.
- 3.5. All RE teaching and learning must have regard to the most up-to-date version of the DfE's [EYFS framework](#)

4. Curriculum

- 4.1. The federated schools adhere to the locally-agreed syllabus of the LA.

- 4.2. RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.
- 4.3. The school will make provisions to account for parents' right to withdraw their child from RE lessons.
- 4.4. All pupils will have a high quality, coherent and progressive experience of RE.
- 4.5. 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.
- 4.6. The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.
- 4.7. Pupils will be introduced to issues of right and wrong, good and evil, conflict and justice.

5. Teaching and learning

- 5.1. The RE curriculum is delivered at least once a week for KS1.
- 5.2. Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain, in accordance with the school's British Values Policy.
- 5.3. Classroom teachers encourage pupils to discuss topics covered in RE, orally with their peers and as a whole class.
- 5.4. To improve understanding of the topic, several methods of teaching is deployed including but not limited to:
 - Storytelling.
 - Adult-led activities.
 - Child initiated activities.
 - Dramatic performance.
- 5.5. To improve communication and language in the classroom, teachers will encourage pupils':
 - Organisation, clarification and sequencing of thoughts, feelings and ideas.
 - Development of their own narratives in relation to the stories they hear in lessons.
 - Exploration of their feelings and emotions towards set narratives.

6. Planning

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

- 6.2. Planning for RE will be comprised of long-term, medium-term and short-term planning which will be carried out by the relevant member of staff, e.g. the classroom teacher.
- 6.3. The lead teacher is responsible for reviewing and updating long-term and medium-term plans on an annual basis, and communicating these to teachers prior to the start of a new term.
- 6.4. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- 6.5. Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.
- 6.6. Medium-term plans will identify the main learning objectives of RE, learning activities and differentiation. This information will be shared with teaching staff to ensure there is a visible progression between years.

7. Assessment and reporting

- 7.1. Pupils will be assessed using methods of formative and summative assessment throughout the year.
- 7.2. 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.
- 7.3. The progress of pupils with SEND will be monitored by the SENCO. The SENCO will also communicate with the classroom teacher to ensure any changes to assessment and attainment are implemented effectively..

8. Resources

- 8.1. The lead Teacher is responsible for the management and maintenance of writing resources, as well as for liaising with the headteacher and school office manager to purchase further resources.

9. Equal opportunities

- 9.1. All pupils will have equal access to the RE curriculum.
- 9.2. Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.
- 9.3. 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.
- 9.4. Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

- 9.5. The school's Equality, Equity, Diversity and Inclusion Policy will be adhered to at all times.

10. Monitoring and review

- 10.1. This policy will be monitored and reviewed on an annual basis by the lead Teacher.
- 10.2. The scheduled review date for this policy is February 2027.
- 10.3. Any changes to the locally-agreed syllabus of the Local Authority will be communicated to the headteacher.
- 10.4. Any changes to this policy will be communicated to all teaching staff.