



RE Policy

Summer term 2025

Review frequency:	Every three years	Review date:	Summer term 2028
Governing committee responsible:	Curriculum and Standards committee		
Governor approval:	No	Website:	Yes
Staff responsible:	Subject Leader Head Teacher	Date produced:	Summer term 2025

Introduction:

Purpose:

Unlike the National curriculum, the syllabus for RE is agreed at County- level where the specific dynamics and demographics of an area are taken into account and the syllabus is reviewed every 4 years. The **Agreed Syllabus for Nottinghamshire** is due to be rewritten in

2026 so we are ensuring coverage of the 2021-2025 currently. A PDF copy of the document is on Sharepoint in the folder **RE**.

All pupils at Clarborough Primary school are entitled to a broad and balanced RE curriculum. Helping them to develop the skills, knowledge and understanding they need to be global citizens of a rapidly changing, complex and diverse world. Through our RE syllabus children learn how to assess and evaluate what they and others believe and how this may impact their thoughts and actions. At its heart is our desire for our children to be comfortable with themselves and others, recognising that what we believe may affect our choices and lifestyles, but that these differences can enrich our lives and our world.

Aims and principles:

To fulfil the requirements of The School Curriculum in RE we aim to:

- Ensure our pupils are successful learners by being included and respected.
- Help pupils to know they are safe and nurtured so they can be the best they can be.
- Ensure our pupils are respectful listeners and talkers.
- Show pupils how to become effective contributors, confident citizens and globally aware.

To fulfil the requirements of The Nottinghamshire Agreed Syllabus we aim to provide opportunities for children:

- to develop enjoyment and interest in RE and an appreciation of its contribution to all aspects of everyday life
- to build on curiosity about the lives and beliefs of others
- to be introduced to the language and vocabulary of RE
- to develop basic speaking and listening skills and communicate their thoughts and feelings respectfully and clearly.
- to extend the religious experiences of our children through visits, visitors, theme days and special events.

Consultation:

In order to implement the RE curriculum, all teaching staff were consulted and agreed to maintain the aims and principles set out within this policy.

Procedures and practice:**Steps:**

Intent- To give our children the skills, knowledge and understanding to become confident, reflective and empathetic citizens of a diverse world

Implementation- At Clarborough we follow the KAPOW RE scheme -a thematic, high quality, structured syllabus which develops term by term, and year on year, building on prior skills and knowledge. There is much time given to discussion and thought provoking activities. Class Floor Books are used rather than individual books, giving all children time to think freely and participate without being tied down to the level of their writing skills which often do not reflect the depth nor complexity of their thoughts.

Impact- A genuine curiosity about the beliefs that shape all of our lives, a desire to respect and protect the voices of all, and a widening exposure to world views and ways of living that may or may not have been encountered before.

Roles and responsibilities:

Governors:

The Governors ensure this policy links to the whole school approach to teaching and learning.

Head teacher and subject lead:

To ensure staff adhere to and uphold the policy.

Teachers:

The teaching of RE is in line with current Nottinghamshire Agreed Syllabus and should equip pupils to:

- deepen their **knowledge** of different religions and world views.

- express and **communicate their ideas** and insights about different religions and world views
- Develop the skills needed to **engage** with their own and others religions and world views

Teachers use a range of teaching and learning styles including; visits and visitors, whole class teaching, talk partners, mixed ability groups, key questioning to promote higher order thinking and discussions and debates. Each year, time is set aside to review standards and monitor curriculum provision to ensure training and resources are up to date.

Pupils:

To demonstrate a conscientious attitude towards their learning of RE with an aim to be the best they can be.

Parents and carers:

To support the teaching and learning of RE, parents and carers are welcomed and invited in to class assemblies, pop up exhibitions and encouraged to support their child with creative homework.

Aspects:

Equal opportunities:

At Clarborough we believe that a broad and balanced science education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

The RE curriculum is designed to suit the needs of all children, including those with special educational needs and disabilities. We take into account the targets set for individual children in their Individual Education Plans (IEPs). All necessary adaptations are made to enable all children to access the curriculum

Planning:

RE is planned through the KAPOW RE scheme which is outlined in the teacher's long term plans in Key Stages 1 and 2. In the EYFS RE is covered planned through continuous provision following the children's interests.

Teaching:

Foundation Stage: We teach RE in the Foundation stage as an integral part of the topic work covered during the year. It comes under Understanding the World in the EYFS. Children must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to develop their speaking and listening skills whilst becoming more aware that we are all different and that is a good thing!

Organisation:

The RE Curriculum is delivered through a cross-curricular approach using a creative curriculum. It is spread uniformly through a week, term, and year, with the correct statutory amount of time allocated to RE over the two key stages. Approximately this is 60 mins per week in EYFS/KS1 and 75 minutes per week in KS2.

Homework/ involving wider community:

Teachers will set homework, as and when it is appropriate, for each year group. A creative or research-based approach is recommended where children have the opportunity to enhance their knowledge and understanding of RE.

In addition, there are theme days and special visits and visitors which are embedded in the long term plan for each year group.

Resources:

We are continually developing our RE curriculum including extending our educational visits and visitors linked to specific faith groups and concepts being taught. Appropriate health and safety risk assessments are carried out.

Assessment:

As good practitioners we are continually assessing our pupils at Clarborough Primary School.

All teachers are responsible for monitoring standards using the assessment procedures described in this policy. This is overseen by the RE co-ordinator.

Teachers will assess the children's learning in a variety of ways recognising that RE is not simply a set of facts to be remembered but a development of an open, respectful, reflective and insightful attitude that will hopefully last a lifetime.

Monitoring and evaluation:

The RE co-ordinator is also responsible for the ongoing monitoring cycle including regular book scrutinies, monitoring of planning for coverage and pupil voice interviews. Here feedback will be collected, evaluated and then shared with staff to help inform their planning.

Conclusion:

Monitoring and review:

The RE co-ordinator is responsible for the production and implementation of the action plan and curriculum mapping.

JDean May 2025