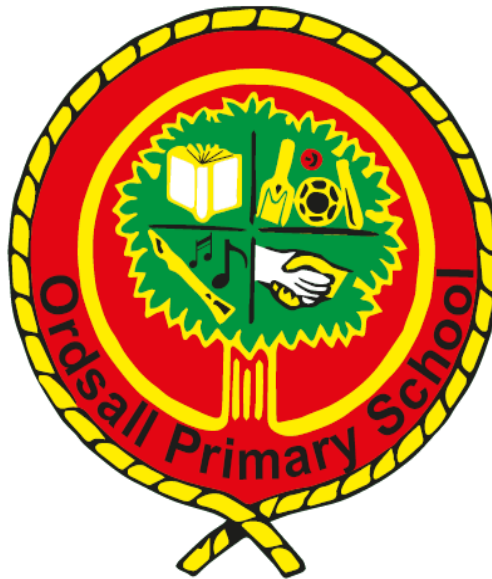




Play, Learn and Grow...Together!

Ordsall Primary School

Religious Education Policy

Date reviewed: September 2026

Reviewed by: Karl Hopkinson (Headteacher)

Approved by: Governing Body

Next review: September 2027

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Statement of intent

Ordsall Primary School recognises the effect that an inclusive teaching style can have on 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, in accordance with the locally-agreed syllabus of Nottinghamshire County Council.

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 know how to plan, practice and evaluate their work.
- 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.
- Progression of academic achievement occurs consistently throughout the key stages.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 1996
- The Education Act 2002
- The School Standards and Framework Act 1998

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'
- DfE (2026) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

The subject leader is responsible for:

- Preparing 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 colleagues' expertise in RE.
- Organising the deployment of resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the SLT as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring staff 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.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.

Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus of Nottinghamshire County Council.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class.

- 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.
- Reviewing and updating short-term lesson plans, building on the medium-term lesson plans, taking into account pupils' needs and identifying the methods in which topics could be taught.

The 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 SEND.
- Advising staff on how best to support pupils' needs.
- Advising staff on the inclusion of learning objectives in pupils' individual education plans.

3. EYFS

RE in the EYFS is taught through the areas of:

- Personal, Social and Emotional Development
- Understanding the World

Pupils will:

- Encounter stories, celebrations and ideas from a range of religions and worldviews.
- Explore similarities and differences between themselves and others.
- Reflect on their own experiences, feelings and questions.
- Develop curiosity, imagination and respect for diversity.

Provision aligns with the most recent DfE EYFS framework.

4. Curriculum

- The school follows the Nottinghamshire Agreed Syllabus for RE.
- RE provides pupils with a distinct body of knowledge and opportunities to develop critical thinking, reflection and enquiry.
- Pupils will study Christianity and at least two other principal religions, alongside non-religious worldviews.
- The curriculum is progressive, coherent and designed to build knowledge cumulatively across year groups.
- RE makes a meaningful contribution to wider curriculum aims, including PSHE/RSHE, British Values and community links.

Effective practice includes:

- Exploring contemporary and sometimes challenging questions.
- Engaging with local faith and belief communities.
- Using visits and visitors to enrich learning.
- Celebrating significant festivals and belief-based events.
- Encouraging reflection on moral and ethical issues.

- Promoting debate, enquiry and dialogue.

5. Teaching and learning

- RE is taught regularly across KS1 and KS2, with sufficient curriculum time to ensure coverage and progression.
- Teachers use high-quality texts, images, artefacts and digital resources to model accurate knowledge of religions and non-religious worldviews.
- Lessons encourage structured discussion, enquiry and reflection.
- Pupils are given time to think deeply, express ideas, refine their work and engage with differing viewpoints.

A range of teaching approaches may be used, including:

- Storytelling
- Direct teaching
- Pupil-initiated enquiry
- Debate and dialogic talk
- Drama and role play
- Use of artefacts and visitors

Teaching supports pupils to:

- Communicate clearly and respectfully.
- Organise their ideas and express their thinking.
- Develop narratives linked to religious stories and teachings.
- Explore feelings, questions and viewpoints safely and appropriately.

6. Equal opportunities

- All pupils have equal access to RE, regardless of background or need.
- Lessons will be adapted to remove barriers to learning for pupils with SEND or other needs.
- Teaching will positively reflect cultural, religious and gender diversity.
- Materials used will be accurate, inclusive and respectful.

7. Monitoring and review

- The subject leader will monitor planning, teaching and learning, and pupil outcomes across the school.
- RE provision will be evaluated annually to ensure it remains aligned with the locally-agreed syllabus.
- Any updates to the Nottinghamshire syllabus or national guidance will be shared with the headteacher and staff.
- Amendments to this policy will be communicated to all teaching staff.