

# King Edward Primary School & Nursery



## Religious Education (RE) Policy February 2026

## The aims of King Edward Primary School and Nursery Religious Education

As pupils, parents, staff and governors we believe that school should be an exciting, fun and inspiring preparation for our futures. We value this friendly place where we enjoy our work and play, where we respect each other whatever our background, where we learn to be organised and follow a variety of creative activities. We take pride in always doing our best because we are determined to learn. We enjoy being challenged and realise that we will continue to improve if we keep trying hard. We also value the opportunity to work and play at home. We know that, if we never give up, there is no limit to our future achievements. We have high expectations and we work with our teachers, who know what we are good at and how to help us to improve. We want success in all our work and play, as individuals and in groups, in and out of the classroom. High expectations will help us to learn in all our subjects. We love to visit places. We respect and care about the world we live in. We are proud of our school, our town and our country. We like to question and explore. We support each other and we want to be rewarded for trying hard. We know that together, inspired, excited and determined, we will succeed.

### **1. Aims and Objectives**

At King Edward Primary School, we aim to provide children with curriculum that develops their understanding of their world and their place within it. We aim to provide a curriculum that informs students of previous historical people, events or times and develops a cultural, moral and spiritual understanding of the world. It also ensures this learning provides our children with a greater understanding of current events in the wider world. Within this, we also develop global citizenship whereby through our humanities teaching we foster understanding about the wider world - and their place in it.

### **2. RE Curriculum planning**

Learning Objectives are taken from progression of knowledge and the Nottinghamshire agreed syllabus for RE. Any activities should be recorded on the medium term planning and reviewed/amended each year. Take into account outcomes of elicitation tasks (which are completed prior to each topic, evidenced in planning and may/may not be evidenced in books depending on the task). Clearly show provision for BA/SEN and extensions for HA.

### **3. Approaches to Teaching and Learning**

We focus our teaching around the school framework for a creative curriculum and encourage enquiry based learning. **e.g.** RE teaching focuses on enabling children to think as theologians.

Use questioning to facilitate discussion, with questions pitched at an appropriate level to challenge all learners. Demonstrate enthusiasm for the subject of RE and what it means to be a theologian, clearly articulating this to the children. Promote links to key Reading skills, including questioning, wondering and inferring to develop RE enquiry skills. Model use of key RE vocabulary and encourage learners to use it too. KS2 children need to get 45 hours of RE per year - approx. 1 hour per week. KS1 children need 36 hours per year - approx. 50 mins per week.

#### **4. Early Years foundation stage**

In the EYFS R.E. is taught as part of 'understanding the world'. It is not taught in stand-alone units. The early key skills of the R.E. curriculum focussing in listening, empathising and communicating opinions are taught throughout the R.E. provision. Focus is placed on celebration, with world festivals being explored at the point at which they naturally occur in the year.

#### **5. The Contribution of RE to other subjects**

##### **English**

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in reading lessons are religious in nature. Children develop oracy through discussing RE questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames.

##### **The Arts**

R.E. is taught in a variety of ways and often utilises music and art as a stimulus starting point. These activities include those which involve children's response to the music or art from the major six world faiths.

##### **ICT**

ICT is used within R.E. lessons where appropriate. Using software and the Internet children use ICT skills to research and present their findings. Children also use simulations to explore virtual places of worship.

##### **PSHE**

R.E. contributes to the teaching of PSHE. Children are given opportunities to develop their self confidence in discussing issues pertinent to themselves, sharing their beliefs and values. Integral to the teaching of R.E. is the development of understanding and empathy of the differences within our society. Children learn that society is diverse, being made up of people from different cultures, faiths and belief systems. The children begin to develop tolerance and respect for others.

## **SMSCD**

R.E. contributes to children's development by the provision of opportunities to discuss ethical and moral questions and to debate what is right and wrong. Children are encouraged to talk about their own beliefs and share their thoughts and opinions.

### **6. Equal opportunities statement.**

Equality and diversity will be embedded as far as possible in all areas of the subject. School staff and its leadership recognise full awareness of the duty when making decisions regarding policy and practice. Pupils will be given the opportunity to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability etc. This will be kept under review by the subject leader in the usual monitoring cycle. We are committed to ensure resource materials reflect both the diversity of the school, local community and wider society as a whole. Attainment and achievement data will be collected annually and used to inform planning and provision to support individuals and groups of pupils. We recognise the specific assessment needs of pupils with additional needs such as EAL, SEN etc and modify as appropriate, and recognise the importance of scrutinising assessment materials for cultural bias.

### **7. Teaching RE to children with special educational needs**

We recognise the fact that in all classes there are children of different abilities in RE and we seek to provide suitable learning opportunities that will interest and involve all pupils in the RE curriculum, developing their knowledge, skills and understanding.

We teach RE to all children, whatever their ability. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching we provide learning opportunities adapted to the needs of all children and we take into account the targets set for individual children in their Pupil Profiles.

### **8. Assessment**

Questioning and observation leading to adaptation of continuous provision in EYFS. Regular updating of assessment grids at the end of each term (end of December, March, June) located in the whole school assessment folder on the one drive to reflect who is **not** meeting the required standard. Adapting planning based on AFL and assessment grids outcomes consistent use of the marking policy with RE-focused feedback wherever possible to deepen learning.

### **9. Resources**

All RE resources can be found in the cupboard in the top building meeting room and on the four RE displays around school. The RE big books are stored in the library.

## **10. Monitoring and review**

Monitoring of the standards of children's work and of the quality of teaching in RE is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of subject and ensuring staff are aware of current initiatives and approaches. The subject leader will attend relevant training courses.

The subject leader team has specially allocated time in which to fulfil this role by reviewing samples of children's work, gathering 'pupil-voice' and visiting classes to observe teaching in the subject. Outcomes of monitoring are reported to senior leaders on a monitoring summary report and subject leader will update their action plan to inform next steps.

## **11. Withdrawal from RE and collective worship**

Our school is committed to providing Religious Education (RE) and Collective Worship that respects the diverse religious and philosophical convictions of all families. Details of our RE curriculum can be found on our website.

Parents have the legal right to withdraw their child from all, or part, of RE and/or Collective Worship if they feel it conflicts with their own beliefs. If you wish to exercise this right, please inform the school.

Signed: K. Tagg

Role: RE Subject Leader

Date: 11.02.2026