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# William Gilbert Endowed Primary School

## RE Policy

Date policy last reviewed: July 2025

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

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## Statement of intent

'Flourish as a child of God.'

At William Gilbert School, Religious Education enables every child to flourish and to live life in all its fullness, helping them to have respect and dignity in order to live well together today and in the future.

RE at our school is a core subject, giving it a prominent and important role in the lives of all our pupils. The RE curriculum is planned sequentially to build upon pupils' prior learning and to include many rich experiences, where pupils are stimulated and challenged. Through the Understanding Christianity resource, we aim to develop a deep knowledge and understanding of Christian belief and practice.

RE at William Gilbert School is designed to engage, inspire, challenge and encourage pupils. It will equip them with the knowledge and skills to ask and answer challenging questions. We explore different religious beliefs, values and traditions and develop a rigorous understanding of the practices that are followed in our multi-cultural society. We want them to know how religious education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.

The Church of England education office gives the following aims for Church Schools:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with Biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions about the meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

William Gilbert 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 Derbyshire Agreed syllabus (2025-2030) and Understanding Christianity.

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.
- Progression of academic achievement occurs consistently throughout both Key Stages 1 and 2.

## 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

This policy has been created with regard to the following statutory and non-statutory guidance:

- DfE (2021) 'Statutory framework for the early years foundation stage'

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

The subject leader 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 audit of all related resources.
- Managing and maintaining writing resources.
- Liaising with the SBM to purchase further 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, e.g. PSHE lessons.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.
- 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.

Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the Derbyshire Agreed Syllabus and the Understanding Christianity resource
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the above resources.
- 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 on an annual basis to parents.
- 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 SENDCO 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.
- Advising staff on the use of teaching assistants in order to meet pupils' needs.

### **3. EYFS**

All children in the EYFS will be taught RE as an integral part of their personal, social and emotional learning.

All children will encounter religions and world-views through multiple methods of teaching, e.g. books, educational visits and storytelling.

All children will reflect on their feelings and experiences.

Teachers will encourage imaginative play and curiosity in children.

All RE teaching and learning must have regard to the most up-to-date version of the DfE's EYFS framework.

### **4. Curriculum**

William Gilbert School adheres to the Derbyshire Agreed Syllabus and the Understanding Christianity Resource.

RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.

The school will make provisions to account for parents' right to withdraw their child from RE lessons.

All pupils will have a high quality, coherent and progressive experience of RE.

The school will decide the attitudes and skills it wishes to emphasise across a school year or key stage, which meets the needs of the pupils.

The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum.

Good practice for the curriculum includes:

- Exploring controversial issues in the modern world.
- Working with local communities who promote the beliefs taught in lessons.
- Learning outside the classroom by participating in educational visits.
- Introducing themed days and assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.

## **5. Teaching and learning**

The RE curriculum is delivered once a week for KS1 and KS2 or in blocks of time dependent on the unit of work.

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.

Classroom teachers encourage pupils to discuss topics covered in RE with their peers and as a whole class.

To improve understanding of the topic, several methods of teaching are deployed, including but not limited to:

- Storytelling
- Teacher-led activities
- Pupil initiated activities
- Debating
- Dramatic performance

## **6. Planning**

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

Long-term plans will be created by the subject leader and will include the topics studied during each term in the key stage.

Medium-term plans will be overviewed by the subject leader and the details of work studied each term will be outlined for the teacher to build upon.

## **7. Assessment and reporting**

Formative assessment will be carried out routinely throughout the year and ongoing throughout each unit of work, with the completion of Assessment For Learning grids.

The results from formative assessments will be used to inform teachers' next lesson.

Parents will be provided with a written report about their child's attainment during the Summer term every year.

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. Equal opportunities**

All pupils will have equal access to the RE curriculum.

Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.

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

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.

Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

## **9. Monitoring and review**

This policy will be monitored and reviewed on an **annual** basis by the subject leader.

The scheduled review date for this policy is **July 2026**

The subject leader will review the teaching of RE in the school, ensuring that taught content adheres to the Derbyshire Agreed syllabus and the Understanding Christianity Resource.