



Policy for Religious Education

This policy will be reviewed annually by the strategic development committee of the governing body.

Date of last review: Autumn 2025

Date of next review: Autumn 2026

Religious Education (RE) is part of all pupils' entitlement under the Education Act 1996 to receive a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development and prepares pupils for the opportunities, responsibilities, and experiences of adult life.

Statutory Requirements and Right of Withdrawal

Under the Education Act 1996, schools must provide Religious Education for all registered pupils, except those in nursery schools and nursery classes. Schools that are not voluntary aided or of a religious character must teach Religious Education in line with the locally agreed syllabus.

Parents have the right to withdraw their child from RE, and teachers also have the right to withdraw from teaching it. Parents who wish to withdraw their child from RE lessons should give written notice to the headteacher. We encourage parents to discuss their decision with the school beforehand so they are fully aware of the aims and content of the RE curriculum and can make an informed choice. The school will respect the right of withdrawal and make appropriate alternative arrangements. This right applies only to Religious Education and not to collective worship.

At Netherfield, RE is taught using the EQT (Equals Trust) curriculum, which is aligned with the Nottinghamshire Agreed Syllabus (2021–2026).

Definition

Religious Education has two dimensions:

- Learning about religion – examining and understanding religious perspectives.
- Learning from religion – exploring and responding to human experience.

Aims

Religious Education aims to enable pupils to:

- Acquire knowledge and understanding of Christianity and other principal religions represented in the UK.
- Understand the influence of beliefs, values, and traditions on individuals, communities, and cultures.
- Develop respect for people who hold different views from their own.
- Enhance their spiritual, moral, social, and cultural development.
- Make reasoned and informed judgements about religious and moral issues.
- Build their sense of identity and belonging within the community.
- Consider their responsibilities to themselves and to others.
- Engage with ideas about British values, such as tolerance and respect.

Teaching and Learning

Religious Education supports pupils' spiritual, moral, social, and cultural development. It contributes to personal, social, health, and citizenship education by encouraging pupils to understand people and issues, and to consider responsibility for themselves and others.

Early Years Foundation Stage

In the Foundation Stage, pupils begin to explore their own sense of belonging and specialness, and learn about the experiences and beliefs of others. Through stories, celebrations, and exploration of special places, they develop awareness of different traditions and practices. Pupils are encouraged to ask questions, express feelings, and show sensitivity to others, laying the foundations for respect and curiosity about the wider world.

Key Stage 1

At Key Stage 1, pupils build knowledge of Christianity, Judaism, and Islam through key stories, festivals, and practices. They begin to understand what it means to belong to a community and how faith can shape people's lives. Pupils learn to recognise similarities and differences between religions, respond to questions about right and wrong, and talk about the values and beliefs that influence their own lives and those of others.

Key Stage 2

At Key Stage 2, pupils develop deeper knowledge and understanding of a range of religions and worldviews. They explore sacred texts, beliefs, and practices, and consider how these influence individuals, families, and communities. Pupils make connections between celebrations, symbols, and forms of worship across faiths, and reflect on their meaning and significance. They also engage with ethical questions about fairness, justice, and responsibility, considering how diverse communities can live together respectfully. By the end of Key Stage 2, pupils are able to describe similarities and differences between religions, explain the importance of belonging and commitment, and apply their own ideas in discussion of religious and moral issues.

Activities

A range of approaches is used to engage pupils in RE, including:

- Whole-class teaching and group work
- Class discussion and debate
- Drama and role play

- Use of ICT, stories, and artefacts
- Creative activities such as art, writing, and cooking
- Visits and visitors
- Celebrating religious festivals

Differentiation and Progression

The RE scheme of work ensures structured progression across the school. Differentiation is achieved through:

- Adapting activities and outcomes to pupils' needs.
- Varying tasks within the same theme.
- Flexible grouping of pupils.

Special Educational Needs

Provision for pupils with SEND in RE follows the whole-school approach. Activities are adapted to ensure accessibility and meaningful participation for all learners.

Equal Opportunities

All pupils are entitled to equal access to the RE curriculum, unless withdrawn at parental request.

Monitoring and Assessment

At Netherfield, assessment in Religious Education is ongoing and formative. Teachers use a range of assessment for learning strategies to check understanding, address misconceptions, and inform planning. Monitoring of RE is carried out by the subject leader through lesson observations, review of pupils' work, and discussions with pupils and staff.

Collective Worship

Collective worship may supplement RE but does not replace it. Assemblies contribute to pupils' wider understanding by including a variety of religious festivals, events of national and global significance, and values important to the school community.

Curriculum Time for RE

The DfE recommends a minimum of 36 hours per year for Key Stage 1 and 45 hours per year for Key Stage 2. This equates to approximately 50 minutes per week in KS1 and 1 hour per week in KS2. At Netherfield, RE is taught weekly, though for special events, lessons may be taught within a shorter period.

Role of the Co-ordinator

The RE subject leader is responsible for:

- Implementing and maintaining the EQT curriculum in line with the Nottinghamshire Agreed Syllabus.
- Supporting staff with subject knowledge, planning, and resources.
- Monitoring the quality of RE through lesson observations, work scrutiny, and pupil voice.
- Leading professional development and sharing updates with staff.