

Backworth Park Primary School



RE Policy
September 2025

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. EYFS
4. Curriculum
5. Teaching and learning
6. Planning
7. Assessment and reporting
8. Resources
9. Equal opportunities
10. Monitoring and review

Statement of intent

Backworth Park 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 the Syllabus for Religion Education in North Tyneside.

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 and post-16 study.

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 (2024) '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 governing board is responsible for:

- Ensuring the school's RE Policy is implemented effectively.
- Ensuring that the RE Policy, as written, does not discriminate on any grounds or protected characteristics.

The headteacher is responsible for:

- Knowing, understanding, and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Showing tolerance of and respect for the rights of others, recognising differences and respecting cultural diversity within contemporary Britain.
- Upholding fundamental British values including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Ensuring that RE teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of the subject.
- Facilitating the day-to-day implementation and management of the RE Policy.
- Reviewing the RE Policy annually.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

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 annual 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 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 locally-agreed syllabus of the Agreed Syllabus for Religion Education in North Tyneside.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus of the Agreed Syllabus for Religion Education in North Tyneside.
- 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, taking into account pupils' needs and identifying the methods in which topics could be taught.

3. EYFS

All children in the EYFS will be taught RE as an integral part of their learning, in line with the following Early Learning Goals:

- Personal, social and emotional development
- Understanding the world

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 will have regard to the most up-to-date version of the DfE's [EYFS framework](#).

4. Curriculum

Backworth Park Primary adheres to the locally-agreed syllabus of the Agreed Syllabus for Religion Education in North Tyneside.

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.

Pupils will be introduced to issues of right and wrong, good and evil, conflict and justice.

Good practice for the curriculum includes:

- To develop the children's knowledge, understanding of, and ability to respond to Christianity and the other principal religions represented in Great Britain.
- To explore issues within and between faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of those individuals, societies, communities and cultures.
- Consider the questions of the meaning and purpose in life.
- To learn about religious and ethical teaching, enabling them to make reasoned and informed judgements on religious and moral issues.
- To develop the children's sense of identity and belonging, preparing them for adult life as citizens in a plural society.
- To develop enquiry and response skills through the use of distinctive language, listening and empathy.
- To reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses.

5. Teaching and learning

The RE curriculum is delivered at least once a week for KS1 and KS2.

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.

During RE lessons, sufficient time is given for pupils to discuss, plan, edit and revise their work.

Key Stage 1

At Backworth Park Primary School, Key Stage 1 pupils explore Christianity and at least two of the principal religions in this country. They learn about different beliefs about God and the world around them. They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways and begin to use specialist vocabulary. They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations. They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

Key Stage 2

In Key Stage 2, pupils learn about Christianity and at least three other principal religions, recognising the impact of religion and belief locally, nationally and globally. They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion. They learn about sacred texts and other sources and consider their meanings. They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them. They extend the range and use of specialist vocabulary. They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true. They communicate their ideas, recognising other people's viewpoints. They consider their own beliefs and values and those of others in the light of their learning in religious education.

6. Planning

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

Planning for RE will comprise long-term and short-term planning which will be undertaken by the relevant member of staff, e.g. the classroom teacher.

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

Short-term plans will include the details of work studied during each lesson. The subject aims and lesson objectives will be outlined by the teacher and referred to the subject leader for verification.

Short-term plans will reflect the lesson objectives and proceeding aims of future lessons.

7. Assessment and reporting

At Backworth Park Primary School, we assess the children's work in Religious Education by making informal judgements as we observe the children during lessons. Regular low stakes quizzes are completed to assess retention of key knowledge and vocabulary development.

There is a curriculum overview which guide teachers in understanding children's attainment in RE and their progress towards meeting the end of Key Stage expectations.

Evidence for teacher assessments is found in the children's RE books and may also be found in the English books when cross-curricular learning has occurred. Staff can store additional (digital) evidence, including photos and videos, on Seesaw, which is a secure platform for teachers and staff to access. Gathering qualitative evidence by speaking to pupils, scrutinising pupils' work and observing lessons, gives the subject leader a clear overview of standards across school.

A written summary of pupils' progress and achievement in RE is included in their annual report at the end of the academic year.

8. Resources

Writing resources, such as books, dictionaries and thesauruses, are stored in the RE lead's classroom.

Display walls will be utilised and updated on a termly basis, in accordance with the topics being taught at the time.

Writing equipment and resources will be easily accessible to pupils during lessons.

The school library will contain an array of resources to support pupils' learning.

The subject leader will undertake an audit of writing equipment and resources on an annual basis.

North East Religious Learning Resources Centre.

9. Equal opportunities

At Backworth Park Primary School parents have the right to withdraw their child/ren from all or part of the Religious Education lessons. Any concerns about the subject should be discussed with the class teacher and/or Headteacher. Parents who wish to withdraw their children must provide written notification to this effect. The aim of RE is not to convert children to a particular viewpoint or to imply that all ethical standpoints are necessarily religious ones. All pupils will have equal access to the RE curriculum. Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

The curriculum for RE will develop enjoyment of and commitment to stimulating the best possible progress and the highest attainment for all our pupils irrespective of social background, culture, race, gender, differences in ability and disabilities. All of our pupils have a secured entitlement to participate in the RE Curriculum and our teaching approaches ensure the avoidance of stereotyping when planning work or organising groups. All the teaching staff agree that when using reference materials, they should reflect social and cultural diversity and provide positive images of race, gender and disability.

10. Monitoring and review

This policy will be monitored and reviewed on an annual basis by the subject leader. Any changes to this policy will be communicated to all teaching staff.

The scheduled review date for this policy is September 2026.