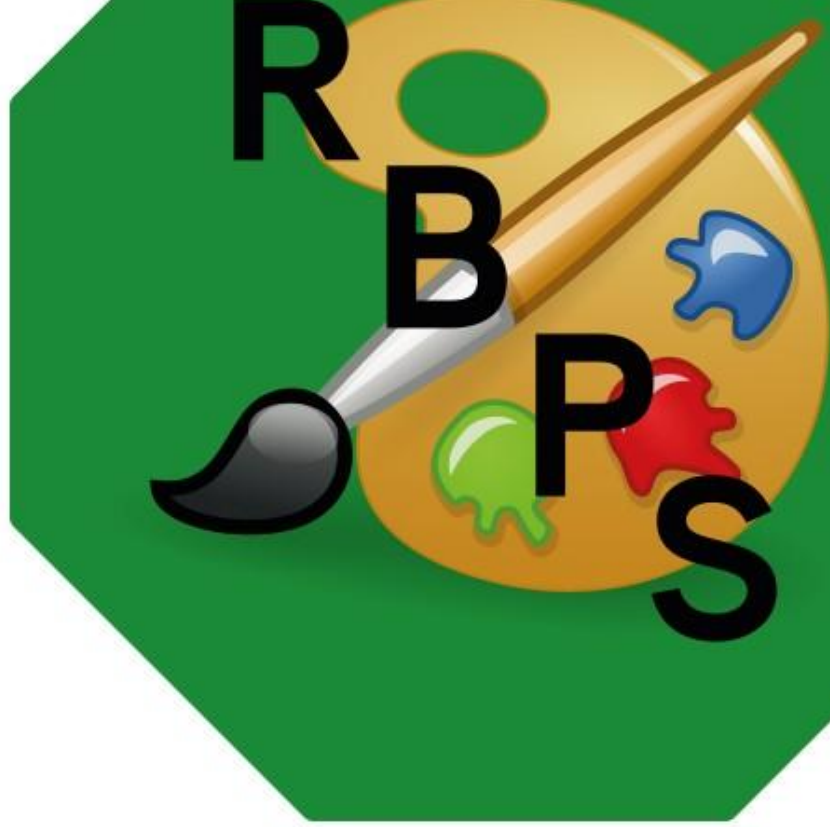




Richard Bonington Primary School.

RE Policy

Date approved by Governing Body	June 2026
Date for review.	June 2027
Author.	Mrs L Barbuti

Introduction

This policy outlines the teaching, organisation and management of Religious Education (RE) at Richard Bonington Primary and Nursery School.

Religious Education is a statutory subject and is provided for all registered pupils, except for those withdrawn by their parents. RE is distinct from Collective Worship, which is organised separately in line with statutory requirements.

We believe that RE helps pupils understand the beliefs, practices and ways of life of different religions and worldviews. It also supports pupils in exploring questions of meaning, purpose and identity, contributing to their development as thoughtful, respectful members of a diverse society.

Aims

Our aim is to ensure that all children are taught RE in accordance with the Nottingham and Nottinghamshire Agreed Syllabus for Religious Education (2021–2026) and the National Framework for RE.

We achieve this by:

- Stimulating pupils' curiosity, interest and enjoyment in RE
- Developing knowledge and understanding of Christianity and other principal religions represented in the UK
- Including the study of non-religious worldviews (e.g. Humanism) to reflect modern British society
- Exploring the influence of beliefs, values and traditions on individuals and communities
- Enabling pupils to make reasoned and informed judgements about religious and moral issues
- Promoting respect for others and fostering tolerance in a diverse society
- Supporting pupils' spiritual, moral, social and cultural (SMSC) development
- Encouraging reflection on personal beliefs, values and experiences

RE also supports the development of British Values, particularly mutual respect and tolerance of those with different faiths and beliefs.

Curriculum Organisation

RE is taught in accordance with the Agreed Syllabus and forms part of a broad and balanced curriculum.

- The curriculum is structured around:
 - Learning about religion
 - Learning from religion
- The school broadly follows the recommended allocation of approximately 5% curriculum time for RE.
- Planning is based on key questions and progressive knowledge and skills across year groups.
- Long-term and medium-term plans ensure coverage and progression.

Teaching and Learning

A range of teaching approaches are used to support all learners:

- Discussion, questioning and debate
- Role play, drama and storytelling
- Use of artefacts, images and texts
- Visits to places of worship and visiting speakers
- Investigations and enquiry-based learning
- Creative activities such as art and design

These approaches support pupils in developing critical thinking, empathy and understanding.

Assessment

Assessment in RE is ongoing and supports pupil progress.

- Teachers use a range of formative strategies including:
 - observation
 - questioning
 - discussion
 - pupil work
- Summative assessment is based on expectations outlined in the Agreed Syllabus.
- Assessment information is used to inform teaching and ensure progression.
- Progress is reported to parents annually and discussed during consultations.

Inclusion and Equal Opportunities

We are committed to providing an inclusive learning environment:

- All pupils are supported and challenged appropriately
- Teaching reflects the diversity of faiths, beliefs and backgrounds
- Lessons promote respect and understanding
- Adjustments are made for pupils with SEND

RE contributes significantly to the school's Equality, SEND and Inclusion policies.

Cross-Curricular Links

RE is linked with other areas of the curriculum, including:

- PSHE
- History and Geography
- Literacy
- Art and Design

This supports a cohesive and meaningful learning experience.

Use of Technology

Technology is used to enhance learning:

- Interactive whiteboards and presentations
- Online research
- Digital resources and media

These tools support engagement and deepen understanding.

Right of Withdrawal

Parents have the right to withdraw their child from RE, in full or in part.

- Requests must be made in writing to the Headteacher
- Alternative provision will be arranged as appropriate

Staff also have the right to withdraw from teaching RE.

The Role of the RE Coordinator

The RE Coordinator is responsible for:

- Monitoring the quality of teaching and learning
- Ensuring compliance with the Agreed Syllabus
- Supporting staff with planning and CPD
- Reviewing and developing the curriculum
- Evaluating outcomes and standards

The Role of Governors

The Governing Body:

- Monitors the implementation of this policy
- Ensures statutory requirements are met
- Supports the development of RE within the school

Monitoring and Evaluation

- The Headteacher and RE Coordinator monitor the policy's effectiveness
- Regular reviews take place in consultation with staff, pupils and governors
- The policy is reviewed annually