

William Alvey Primary School



RE Policy

Reviewed – February 2026

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Statement of intent

The William Alvey 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 Lincoln Diocese Board of Education (LDBE) RE scheme of work.

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 elements of RE, as set out in the LDBE RE curriculum, which can be found on the school website.
- All pupils receive a high level of teaching which is maintained at all times.
- Progression of academic achievement occurs consistently throughout Key Stages 1 and 2.

The contents of this policy, and the LDBE RE curriculum, are closely aligned to our school vision. We believe education should be holistic, meet the very different needs of everyone in our school community, so they all experience 'life in all its fullness' (John 10:10). This ambition can only be achieved if children learn about key world religions, as well as develop the skills to interpret the reasons these religions came about and their meaning to people around the world.

The development of these valuable skills, and knowledge, will ensure our children 'learn today, so they can 'live tomorrow.'

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 (2024) 'Statutory framework for the early years foundation stage'

Implementation

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 LDBE RE 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 colleagues' subject expertise in RE.
- Organising the deployment of resources and carrying out audits of all related resources.
- Managing and maintaining writing resources.
- Liaising with the SLT to purchase further resources.
- Liaising with teachers across all phases.
- Communicating developments in RE to all teaching staff and 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 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 LDBE RE curriculum.

- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the LDBE RE curriculum.
- 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 SENCO 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 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

The William Alvey School follows the LDBE RE curriculum.

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

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

Classroom teachers use high-quality texts and resources which model the religious beliefs of Great Britain.

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.

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

To improve communication and language in the classroom, teachers will encourage pupils':

- Organisation, clarification and sequencing of thoughts, feelings and ideas.
- Development of their own narratives in relation to the stories they hear in lessons.
- Exploration of their feelings and emotions towards set narratives.

6. Planning

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

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

Medium and long-term plans have been created for the LDBE RE curriculum.

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. Resources

Writing resources, such as books, dictionaries and thesauruses, are stored in school.

Display walls will be utilised and updated as necessary, 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 as appropriate.

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.

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

Impact

9. Assessment and reporting

Pupils will be assessed using methods of formative and summative assessment throughout the year.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards RE and understanding of the key concepts.

10. Withdrawal from RE

We acknowledge the right of parents/guardians to withdraw their children from RE lessons and of teachers to withdraw from teaching the subject. We acknowledge that parents/guardians/teachers do not need to provide a reason why they wish to withdraw from the subject. Should a parent/guardian wish to withdraw their child from RE lessons or a teacher wish to refuse to teach RE, we ask that they inform the school [e.g. via admin@william-alvey.lincs.sch.uk].

We will endeavour to communicate clearly the place of RE within a broad and balanced curriculum to ensure that parents are in possession of all the necessary information. However, should a parent/guardian request that their child be withdrawn from RE, we will not attempt to persuade them to alter their decision. If a pupil is withdrawn from RE lessons, the school is required to provide supervision but should not incur any additional cost in so doing.

Any queries regarding withdrawal from RE should be directed to the RE Subject Leader in the first instance, and thereafter to the head teacher.

11. Monitoring and review

This policy will be monitored and reviewed as outlined in the school's policy framework.

The subject leader will review the teaching of RE in the school, ensuring that taught content adheres to the LDBE RE curriculum.

Any changes to the LDBE RE curriculum will be communicated to the headteacher.

Any changes to this policy will be communicated to all teaching staff.