

Lady Bay Primary School R.E. Policy



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1. Religious Education – The ‘Lady Bay Way’

At Lady Bay School, we believe it is vital for pupils to learn about different religions and worldviews so that they can learn to be understanding and respectful of others as well as having the opportunity to share their beliefs about the world. Through a variety of lessons, trips, assemblies and talks children will explore different religious beliefs, worldviews, values and traditions.

Planning

Each year pupils in Key Stage 1 and 2 are taught four topics of RE which are taken from the ‘The Agreed Syllabus for Religious Education in Nottingham City and Nottinghamshire 2026-2031’. Teachers use the Lady Bay Progression in RE to ensure that specific RE knowledge and skills are taught progressively by age. These skills are broken down into 3 key areas:

1. **Substantive knowledge:** pupils will know about and understand a range of religions and worldviews.
2. **Personal knowledge:** pupils will express ideas and insights about the nature, significance and impact of religions and worldviews.
3. **Ways of knowing:** pupils will gain and deploy the skills needed to engage seriously with religions and worldviews.

Medium Term Planning outlines the skills and knowledge to be taught and the ‘sticky knowledge’ that should be retained by all children is highlighted at the bottom.



Teaching

In RE lessons, knowledge and skills are taught through the Rosenshine principles. Each lesson begins with a ‘big question’ and new knowledge or skills are presented in small steps using a range of approaches: enquiry, questioning, examples, group and guided work, independent learning and scaffolding for those needing support. Discussion and developing of opinions play a big role in allowing children to explore their understanding. ‘Sticky knowledge’ is revisited at the beginning of lessons and throughout the RE topic.



Assessment

The assessing of knowledge and skills is ongoing in a lesson through the revisiting of ‘sticky knowledge’ and questioning. At the end of a piece of work, teachers highlight the ‘big question’ either orange (did not meet the objective), green (met the objective) or blue (exceeded the objective) to aid overall assessment. We are trialling different ‘mini assessments’ at the end of each RE unit to aid teachers in assessing the knowledge gained and skills shown by each individual child over the course of the unit. Teachers make a final assessment judgement and record this on Sonar Tracker. Floor books help to provide an ongoing record of work and assessment in EYFS for each child against the Early Learning Goals.

In addition to the taught RE lessons, children also benefit from additional enrichment opportunities throughout their time in school. This includes talks in lessons, through assemblies, wider community projects, such as the local harvest food collection in autumn for charity, and trips to places of worship or spiritually significant places. The following is an overview of the trip offering through Key Stage 1 and 2.

Year 1 – Local Church
Year 2 – Synagogue
Year 3 – Mandir
Year 4 – Mosque
Year 5 – National Holocaust Museum/visitor to school
Year 6 – Gurdwara

Children will also all be taught about a different aspect of Christmas and Easter progressing throughout school as well as progressive assemblies exploring Eid/Ramadan and Hanukkah. These will allow children to connect with the wider community, place RE in a context that is accessible and allow children to share their beliefs and practices with others.

2. Aims and Intent

Through our RE curriculum we intend for pupils to gain a wide and broad understanding of a range of people and their experiences to prepare them to live in a multicultural Britain. Through our RE teaching we provide children both an opportunity to share their own experiences and listen to those of others allowing children to learn how to celebrate and share differences respectfully.

RE is legally required for all pupils.

We aim for our Religious Education curriculum to ensure all pupils develop the following skills and knowledge:

A. Substantive knowledge: pupils will know about and understand a range of religions and worldviews, so that they can:

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities;
- Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

B. Personal knowledge: pupils will express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity meaning and value;
- Appreciate and appraise varied dimensions of religion.

C. Ways of knowing: pupils will gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively and learning to use methods of religious study;
- Enquire into what enables different communities to live together respectfully for the wellbeing of all and learning to use methods of religious study;
- Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives and learning to use methods of religious study.

Agreed Syllabus for Religious Education in Nottingham City and Nottinghamshire 2026 – 2031, pg.10

3. Legal Frameworks

This Policy will have regard to the following statutory and non-statutory guidance:

- Religious Education in English schools: Non-Statutory guidance 2010
- The Agreed Syllabus for RE in Nottingham City and Nottinghamshire 2026-2031
- Guidance for local authorities about membership of standing advisory councils for Religious Education (SACREs).
- Equality Act 2010
- SEND code of practice: 0 to 25 years (most recent update Sep 2024).

4. Teaching

The RE curriculum will be delivered using the Rosenshine Principles and with respect to the needs of individual pupils, providing adaptations and challenge as appropriate. All teaching and learning adheres to the Equality Act 2010 as outlined in our Equality Policy. Staff are aware and follow the legal guidelines in regard to the Protected Characteristics.

Foundation Stage

In EYFS children explore the following religions and worldviews; Christianity, Judaism, Islam, Hinduism, Sikhism and Humanism, through investigating special stories, people, celebrations, places and artefacts. Pupils develop their understanding through discussion and sensory experiences and are introduced to subject-specific vocabulary. Pupils are taught to ask simple questions and reflect on their own experiences. Pupils will be encouraged to form their own ideas about what is sacred or 'special'.

In line with the DfE's 2026 Development Matters children will be taught to develop the following skills and knowledge through planned, purposeful play and a mix of adult and child-initiated learning opportunities:

Prime area: Communication and Language. RE enables children to:

- Develop their spoken language through quality conversation in a language-rich environment, gaining new vocabulary about religion and worldviews.
- Engage actively with stories, non-fiction, rhymes and poems from the RE field, taking opportunities to use and embed new words in a range of contexts.
- Share their ideas via conversation, story-telling and role play, responding to support and modelling from their teacher, and sensitive questioning that invites them to elaborate their thoughts in the RE field.
- Become comfortable using a rich range of vocabulary and language structures in relation to RE content.
- Offer explanations and answers to 'why' questions about faith stories, non-fiction, rhymes, songs, poems.

Prime area: Personal, Social and Emotional Development. RE enables children to:

- Observe and join in warm and supportive relationships with adults and learn how to understand their own feelings and those of others, using a widening vocabulary of emotions and feelings.
- Manage emotions and develop a positive sense of self, understanding their own feelings and those of others e.g. through religious story, through talking about how experiences make us feel.
- Talk and think about simple values as they learn how to make good friendships, co-operate and resolve conflicts peaceably.
- Notice and respond to ideas of caring, sharing, generosity + kindness from RE content: stories, sayings and songs.

Prime area: Physical Development. RE enables children to:

- Use and develop their motor skills through RE based arts and craft activities and, for example, small world play, visual representations of their ideas and thoughts, role play.

Specific area: Literacy. RE enables children to:

- Build their abilities in language comprehension through talking with adults about the world around them, including the world of religion and belief.
- Engage with stories and non-fiction in RE settings and enjoy rhymes, poems and songs together.
- Build their skills in RE-related word reading, recognising religious words and discovering new vocabulary in relation to religions and worldviews.
- Articulate ideas and use RE examples to write simple phrases or sentences that can be read by others.

Specific area: Mathematics. RE enables children to:

- Develop their spatial reasoning skills, noticing shape, space and measures in relation to RE content.
- Look for patterns and relationships and spot connections, sorting and ordering objects simply in relation to RE content.

Specific area: Understanding the World. RE enables children to:

- Make sense of their physical world and their community, e.g. on visits to places of worship, or by meeting members of religious communities.
- Listen to a broad selection of stories, non-fiction, rhymes and poems to foster understanding of our culturally, socially and ecologically diverse world.
- Extend their knowledge and familiarity with words that support understanding of values, religion and belief.
- Talk about the lives of people around them, understanding characters and events from stories.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read, seen and experienced in class.
- Explore the natural world around them making observations of animals and plants, environments and seasons, making space for responses of joy, wonder, awe and questioning.

Specific area: Expressive Arts and Design. RE enables children to:

- Develop artistic and cultural awareness in relation to RE materials in relation to art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings.
- Build their imagination and creativity by exploring and playing with a wide range of media and materials using RE content, responding in a variety of ways to what they see, hear, smell, touch and taste.
- See, hear and participate in a wide range of examples of religious and spiritual expression, developing their understanding, self-expression, creativity, vocabulary and ability to communicate through the arts.
- Create work drawing from religions and beliefs with a variety of materials and tools, sharing their creations and explaining the meaning of their work.
- Adapt and recount religious stories inventively, imaginatively and expressively, and sing, perform and learn from well-known songs in RE imaginatively and expressively.

Key Stage 1

In Key Stage 1 pupils explore the following religions and worldviews in more depth; Christianity, Judaism, Islam and Humanism, using simple examples from mainly local and national contexts. Pupils develop their use of basic subject-specific vocabulary, begin to ask questions of a moral and spiritual nature and to express their own ideas and opinions in relation to their learning. Teaching is engaging and interactive, using stories, music, drama, art, artefacts, discussion, collaborative tasks and visits to places of worship to encourage meaningful participation and deeper understanding.

Children will be taught to develop the following core skills and knowledge:

Substantive knowledge: Know about and understand religions and worldviews	Personal knowledge: Express ideas and insights into religions and worldviews	Ways of knowing in RE: Deploying varied methods for learning from religions and worldviews
A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them; A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come; A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make; B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves; B3. Notice and respond sensitively to some similarities between different religions and worldviews.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry; C2. Find out about and respond with ideas to examples of co-operation between people who are different; C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

Key Stage 2

In Key stage 2 pupils extend their knowledge and understanding of Christianity, Hinduism, Judaism, Islam, Sikhism and Humanism, recognising their local, national and global contexts. This will be explored in a variety of ways including through discussion and debate, drama, stories, poems, music, art and trips to places of worship/visitors to the school. Pupils explore a wider range of sources and subject-specific vocabulary, ask thoughtful and challenging questions about belief, values, and human life, and learn to express their ideas clearly using relevant information, examples, and reasons to support their views.

Children will be taught to develop the following core skills and knowledge:

Substantive knowledge: Know about and understand religions and worldviews	Personal knowledge: Express ideas and insights into religions and worldviews	Ways of knowing in RE: Deploying varied methods for learning from religions and worldviews
A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas; A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities; B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry; C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

All Key Stage 1 and 2 teaching will follow the Lady Bay Long Term RE Plan and Medium Term plans to ensure complete coverage and progressive teaching. This will include revisiting previous teaching at the beginning of each lesson to ensure the core sticky knowledge is being cemented and retained (see Rosenshine Principles in the Curriculum Policy). This sticky knowledge, which is comprised of key points of knowledge taken from the unit's coverage, will be used to inform the end-of-topic assessments that are being trialled. Assessment will take place after each unit to assess the children's understanding of coverage.

5. Respect for All, global learning and British Values

The Agreed Syllabus for RE in Nottingham City and Nottinghamshire 2026/2031 provides many opportunities for RE teaching and learning to challenge stereotypical views and to appreciate difference positively through learning for diversity, reducing intolerance, a range of visits and visitors from different religions and worldviews, and breadth of coverage.

British Values

At Lady Bay Primary School, we prepare our children for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society. We help them to develop their understanding of the fundamental British Values and appreciation of diversity; celebrating what we have in common and promoting respect for others. Our school motto 'Growing together: caring for ourselves, each other and the environment' reflects our commitment to individual development and wellbeing; collaboration and respect for others in our community and our responsibility to care for the environment.

RE makes a key educational contribution to pupils' explorations of British Values. Teaching the Agreed Syllabus for Religious Education in Nottingham City and Nottinghamshire 2026-2031 plays one part in this coverage and allows children the opportunity to explore, understand and apply these to life in a multicultural Britain.

The British Values are mutual tolerance, respectful attitudes, learning about democracy, the Rule of Law and Individual liberty and their exact coverage across the school can be seen in our British Values Policy.

6. Assessment and reporting

Assessment of RE in EYFS, KS1 and KS2 will be based on teachers' judgments. Progress is measured against the Lady Bay Progression in RE document and is based on a combined understanding of children's understanding of the content covered and their ability to articulate, explain, question, justify and analyse in lessons.

After each lesson, in KS1 and KS2, the child's understanding and progress is recorded in their topic book by the teacher highlighting the Big Question. In line with the whole school marking policy, the child receives orange (did not meet the objective), green (met the objective) and blue (exceeded the objective).

In KS1 and KS2, we are trialling different 'mini assessments' at the end of each RE unit to aid teachers in assessing the knowledge gained and skills shown by each individual child over the course of the unit. 'Sticky knowledge' can be found on Medium Term Plans and reflects the knowledge that should be retained by children at the end of a unit. Teachers make a final assessment judgement and record this on Sonar Tracker.

In EYFS, floor books aid the recording of work and the ongoing assessment of children against the Early Learning Goals.

7. Roles and responsibilities

As a teaching staff, there is a collective responsibility to ensure the RE curriculum is implemented effectively through well planned schemes of work, ensuring the progression of skills across school and assessing effectively. Additional responsibilities fall in the following areas:

The RE Lead is responsible for:

- Developing, resourcing and reviewing the school's RE Policy.
- Monitoring planning and teaching.
- Liaising with colleagues, including the SENCO, to adapt teaching programmes in accordance with the needs of individual pupils.
- Working with other staff to teach the subject content.
- Keeping staff informed of visits and courses.
- Facilitating the assessment of children's work.
- Keeping up-to-date with current affairs and best practice regarding RE.
- Providing guidance, including INSET training, to staff as part of their ongoing professional development.

The Governors are responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Headteacher with regards to pupil attainment.
- Liaising with the Curriculum Leader (Deputy Headteacher) to ensure the RE curriculum is delivered robustly.

8. Monitoring and review of this policy

This policy is reviewed annually by the Curriculum Leader, Head teacher and the Governors. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders. This policy will be communicated to parents and other stakeholders via the school website.

