

Brandwood Community School

Religious Education Policy

Approved by: The Teaching & Learning Committee February 2026
Review Date: February 2027

Statement of Intent

RE teaching plays a central role in enabling learners to develop their understanding of the world and the contribution they make to it. In all community schools, RE must be taught as outlined in the Education Reform Act 1988 and subsequent Education Acts by following the locally agreed syllabus. Long and short-term planning and teaching is designed to develop both substantive and disciplinary knowledge. Through our school RE curriculum, learners are encouraged to develop a strong sense of engagement, respect, self-understanding and curiosity through the study of different religions. It also promotes engagement with the fundamental British Values of mutual respect and tolerance of those with different faiths and beliefs.

Equal Opportunities & Inclusion

All learners have the opportunity to access the full RE curriculum and there is no discrimination on the basis of age, disability, gender, race, religion, belief, culture or ability. Learning opportunities are planned to match the needs of all, including those with learning, physical, sensory or motor difficulty. Teachers set suitable learning challenges for those who are identified as more able in RE, ensuring that appropriate provision is made and success is celebrated.

As part of our Rights Respecting School award work, learners are aware of the UNCRC (United Nations Convention for the Rights of the Child). Article 14 of the UNCRC states that: *'Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights of parents to give their children information about this right.'* Through the teaching of RE, learners are able to develop their own views and learn about different religions. They are taught to respect and value each other's beliefs and religions.

Aims

RE is a statutory subject, although it does not form part of the National Curriculum. It is a statutory requirement for Local Authorities, through SACRE, to have a locally agreed RE syllabus. The syllabus for RE aims to ensure that all learners:

- Make sense of a range of religious and non-religious beliefs
- Understand the impact and significance of religious and non-religious beliefs
- Make connections between religious and non-religious beliefs, concepts practices and ideas studied.

EYFS

RE is taught as an integral part of topic work covered during the year in Nursery and Reception. RE is related to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for learners aged three to five. Through the teaching of RE, the skills learnt contribute towards personal, social and emotional development; gaining an understanding of people, culture and communities; and promoting confidence, the development of vocabulary and enjoyment of learning. They also lay the foundations for RE in KS1, which is taken into consideration when planning and teaching to bridge the learning between the EYFS and Y1.

Key Stage 1 & 2

Teachers follow the locally agreed syllabus for Bolton and use high-quality resources, which ensures full compliance with the expectations for RE. It provides a secure, high-quality, teaching framework for all staff to follow and is adapted to include additional, relevant resources and make links to other areas of the curriculum. The progression built into lesson plans and the carefully sequenced intent overview ensures learners are increasingly challenged to achieve the end of year and end of key stage expectations in RE. There are opportunities for a range of resources and support to be used, enabling those of all abilities to fully participate.

Subject Planning, Assessment & Record Keeping

Bespoke medium-term plans are based on the locally agreed syllabus for Bolton and lessons are planned to ensure full coverage of the objectives outlined. All lesson plans are saved in the shared planning bank and are updated half termly, as required, by class teachers with the support of subject leads and the SLT subject lead link. Lesson evaluations are completed weekly and the outcomes are used to inform future planning. All medium-term plans start by introducing a knowledge organiser of the key substantive knowledge and vocabulary, which is updated and referred to throughout the topic.

In each unit low stakes Kahoot quizzes are used throughout to assess learners understanding of prior crucial knowledge, the key substantive knowledge and vocabulary taught, and end of year expectations; any misconceptions highlighted by these are addressed in subsequent lessons and inform future planning (please find attached the Kahoot guidance, **Appendix 1**). These Kahoot outcomes, alongside teacher judgement are used to update assessment overviews to identify which learners are working inline, above or below the expected standard. Overviews of class assessments are kept in the shared planning bank and in the RE portfolio by the subject leads for RE. In all year groups, subject planning and assessments are the responsibility of each class teacher and are monitored by the subject leads and the SLT subject lead link.

All written work is marked in line with the marking policy and feedback is used to make improvements and consolidate or extend their RE knowledge. Samples of work, including photographs and other recorded ideas are included in the RE workbooks. The subject lead collates samples of these, along with RE assessment overviews at the end of autumn 2, spring 2 and summer 2 to establish an overview of standards of RE throughout school and to update the RE subject lead portfolio.

Legal Requirements

RE is part of a broad and balanced curriculum and all learners have an entitlement to study RE from the age of 5. The locally agreed syllabus is a statutory syllabus for RE recommended by an agreed syllabus conference by the Local Authority. Parents and carers do, however, have the right to withdraw learners from RE lessons. Parents and carers who wish to exercise their right to withdraw their child from RE are advised to:

- ◇ Make contact with the school by letter or phone call
- ◇ Establish their concerns with the Head Teacher or relevant member of the senior leadership team

It is the responsibility of each class teacher to make suitable arrangements for any child whose family wishes for them to withdraw from RE. A suitable activity and workspace will be provided (additional reading comprehension or maths arithmetic work).

Planning & Monitoring Checklists

Please find attached the school curriculum intent overview for RE (**Appendix 2**) and the planning and monitoring checklists (**Appendix 3**). Both are utilised by teaching staff when planning and teaching and are used by subject leads when monitoring their subject.

Roles & Responsibilities

Governing Board

Governors ensure the RE policy is in place and appropriate curriculum time and financial resources are allocated to the development of RE provision.

Subject Leads & SLT Subject Lead Link

- ◇ Ensure National Curriculum coverage and progression throughout the school
- ◇ Develop, monitor and implement the RE policy across the school
- ◇ Evaluate RE provision and use the outcomes to identify RE priorities throughout school
- ◇ Complete a subject action plan for RE annually
- ◇ Take responsibility for the implementation and regular review of the RE action plan
- ◇ Regularly offer suggestions and support to teachers re supplementing plans with high-quality enhancement activities and resources
- ◇ Monitor the use and condition of RE resources in classrooms and shared areas
- ◇ Monitor RE plans and samples of work to gain an overview of standards and provide feedback
- ◇ Develop the use of ICT in design technology
- ◇ Proactively support colleagues to assess and regularly collate and review RE assessment outcomes
- ◇ Actively seek out and celebrate high achievement in RE across all year groups
- ◇ Ensure the RE portfolio is reflective of standards in RE
- ◇ Identify any issues with staff subject knowledge and organise appropriate subject lead support and CPD
- ◇ Keep abreast of recent research and advice re RE teaching and learning via the RE advisory service, reading educational supplements and attending relevant courses
- ◇ Report back to colleagues on new developments in RE
- ◇ Support colleagues to enhance the RE curriculum with high-quality RE experiences for learners
- ◇ Manage the RE budget effectively and efficiently
- ◇ Ensure the RE withdrawal list is accurate and disseminated to teachers

Head Teacher

- ◇ Plan and allocate time for the SLT subject lead link to ensure there is clear evidence that the RE policy is adhered to and that high standards of teaching RE are evident throughout the school, through their regular, planned work and liaison with the RE subject leads
- ◇ Hold regular discussions with the SLT subject lead link for RE to ascertain progress towards school improvement priorities, provide support and advice and review the professional development appraisal targets of the RE subject leads, as appropriate
- ◇ Ensure there are high levels of accountability and support for RE subject leads, in collaboration with the relevant appraisal team leader
- ◇ Allocate sufficient funds for the acquisition of RE materials, resources and relevant CPD

Equipment & Resources

RE resources are retained in classrooms and are audited annually by the RE subject leads.

Review of the Policy

Further reviews of this policy will be carried out to comply with any curriculum developments or new requirements from the DfE or Local Authority.

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Using Kahoots for Foundation Assessments

The Assessment and Feedback Policy states:

Assessment overviews for each foundation subject identify which learners are working inline, above or below the expected standard. In science, history, geography & RE, these judgements are informed by Kahoots (low-stakes quizzes) whilst also considering teacher assessment of achievement in lessons. Kahoots are used at the start of a topic to assess prior crucial knowledge, as snapshots throughout a topic and at the end of the unit. These bespoke Kahoots are created with a focus on key knowledge, skills & year group end points, incorporating the assessment from any schemes followed for each subject (Snap Science, Plan Bee).

In computing, art and design, DT and music, Kahoots are used throughout each unit of work to assess crucial knowledge & vocabulary but assessment judgments are also based on the final task/s or performance & progress throughout each topic. Music is assessed using the 'Kapow' end of unit assessments and PE using the 'Key PE Sports' skills chart. Snap science 'snap shot' assessments will be completed in workbooks, in addition to Kahoots, throughout units to inform assessment judgements in science.

Guidelines

- ◇ All Kahoots should be saved in the relevant subject folder on Kahoot ~ this will allow subject leads easy access to monitor Kahoots used & assessment outcomes as well as allowing teachers to view Kahoots from previous year groups' topics to support PCK checks
- ◇ **Prior crucial knowledge checks** ~ these should be completed at the start of every topic & test the prerequisite knowledge required for that topic looking at previous year groups' end points, including key vocabulary & considering that PCK may also be cross curricular (e.g. geographical knowledge of the historical place of study)
Saved as e.g. Year 6 – Slavery – PCK Check (in the history folder)
- ◇ **Snapshot assessments** ~ short (3-5 questions) Kahoots should be used regularly throughout a topic to review & consolidate the knowledge & skills taught so far; any misconceptions highlighted by these should be addressed in subsequent lessons & the Kahoot repeated (or the question included in the end of unit Kahoot) to demonstrate improved understanding
Saved as e.g. Year 6 – Slavery – Timeline Snapshot (in the history folder)
- ◇ **End of unit assessments** ~ a longer (10-15 question) Kahoot should be completed at the end of each unit to review the key knowledge & skills taught, focusing on year group end points; some time should be allocated prior to this Kahoot to address any final misconceptions highlighted
Saved as e.g. Year 6 – Slavery – End of Unit
- ◇ When creating Kahoots use the year group end points & assessment provided by the schemes followed for that subject as a basis (Snap Science, PlanBee), considering carefully the questions asked to ensure they test the knowledge & skills desired ~ discuss with your subject lead or SLT subject lead link for support with this where needed

RE ~ Planning & Monitoring Checklist

Class Teacher:

Term:

Unit Title:

Monitoring Criteria	✓ or *	Comments
Lesson content & sequencing is carefully considered to allow learners to develop the key concepts, knowledge & skills in the end of year expectations.		
Accurate, appropriate, prior crucial knowledge & skills have been clearly identified in planning, in addition to key concepts & end of year expectations.		
The RE MTP demonstrates that there are a range of opportunities for prior crucial knowledge & skills to be assessed, revisited & reinforced throughout the unit taught, using Kahoots & within the lesson organisation & content as formative assessment strategies.		
Relevant RE vocabulary & key concepts are highlighted on planning & reinforced through direct teaching; this is evident in workbooks & classroom displays &, when interviewed, learners are confident when discussing these terms.		
A range of high-quality, age-appropriate resources have been utilised effectively to support & extend learning, e.g. religious artefacts, visual tours, books etc.		
Planned tasks allow all learners to demonstrate RE knowledge, skills & understanding through a variety of recording methods, including high-quality writing opportunities.		
Appropriate support & scaffolding is in place to allow all learners to participate & be challenged.		
Presentation, quality & quantity of work is of a high standard & comparable to work in other areas of the curriculum.		
Cross-curricular opportunities to enhance RE knowledge & understanding have been sought e.g. speaking & listening activities to consider different viewpoints, reading non-fiction & stories for RE knowledge, utilising different writing genres to share RE learning or creating art work of religious events, people or places.		
Opportunities for curriculum enhancement have been fully utilised & there is evidence of this in the year group galleries on the school website.		
Knowledge organisers, for each topic, are evident in all books, contain the key knowledge & vocabulary related to end of year expectations, & have been annotated & extended as a result of further group or individual research.		
Kahoot assessments are used effectively to assess prior crucial knowledge at the start of a topic, provide snapshot assessments throughout & inform assessment judgements at the end of a unit.		
Assessment overviews are up-to-date & it is clear that assessment outcomes inform future planning & teaching.		

Judgements have been made about the quality of provision & outcomes in RE through:

Planning scrutiny		Lesson observation	
Discussion with learners		Workbook Scrutiny	
Evidence on displays			

Green - Positive Developments

Purple - Next Steps

Red - Areas still not addressed following initial monitoring