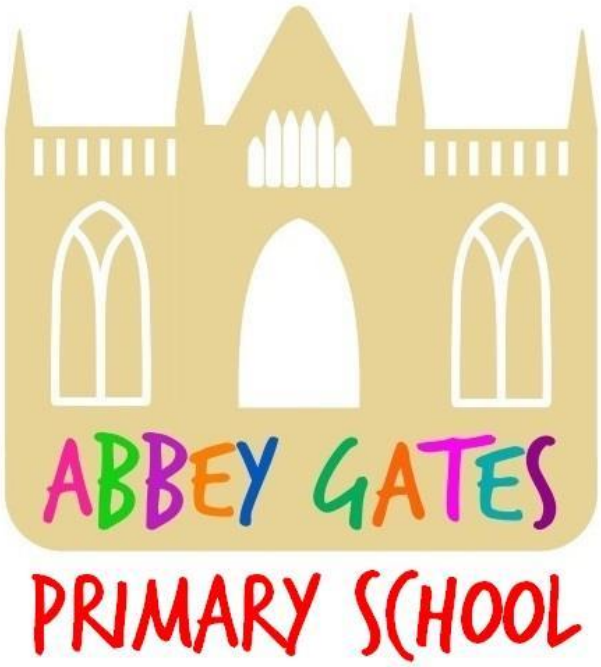
ABBEY GATES PRIMARY SCHOOL



Religious Education Policy

Last review: Autumn Term 2026
Next review: Autumn Term 2027

Introduction

At Abbey Gates Primary School we understand that Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils (as stated in the 1988 Education Reform Act). Abbey Gates Primary School is a Local Authority (LA) maintained school and we teach RE in line with the agreed syllabus for Religious Education in Nottingham City and Nottinghamshire.

From September 2026 we will teach RE in line with 'Dialogue Diversity & Worldviews' (2026-2031), which is the new Agreed Syllabus for Religious Education for Nottingham City and Nottinghamshire, and replaces 'Religious Education for All' (2021-2026). This policy has been updated to reflect the changes made to the revised syllabus.

The 1988 Education Reform Act states that the school's curriculum must promote:
"spiritual, moral, cultural, mental and physical development of pupils and of society".

"Religious Education in schools celebrates the diversity of religious and human experience, fostering the development of unique individuals with the knowledge, skills and understanding to promote harmony within their community and the world beyond."

Rationale/Aims

Abbey Gates aims to ensure that people of all religions or no religion feel a sense of belonging in our community. As outlined in the Nottinghamshire Agreed Syllabus (2026-2031), we believe that effective, high quality RE:

- Enables pupils to hold balanced and informed conversations about religions and worldviews and as such is valued by all in the school community as an important contributor to a broad and balanced curriculum and one which promotes community cohesion
- Is never coercive and does not seek to persuade pupils to adopt any particular belief: it's all about learning
- Takes account of the religious milieu in which pupils grow up, and the make-up of the local religious and non-religious communities
- Is a partnership between home, community and school
- Is given sufficient curriculum time to cover the breadth and depth of the themes outlined in the agreed syllabus
- Uses active and memorable learning methods
- Is rigorously planned, assessed and evaluated in line with other curriculum subjects
- Is based on legal requirements and provides an appropriate balance between and within Christianity, other principal religions, other religious traditions and non-religious worldviews
- Includes visits to places of worship and invites members of faith communities to contribute to lessons for learning
- Ensures pupils develop an understanding of concepts and mastery of skills to make sense of religion, belief and non-religious worldviews
- Provides opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience
- Provides opportunities for pupils to recognise that those who do not hold religious beliefs have their own philosophical perspectives and that there will be many shared values between groups

The contribution of RE to the life of the school and wider community

At Abbey Gates, high quality RE provision reinforces the values and character of our school.

Spiritual, moral, social and cultural development

Learning about and from religious traditions and worldviews helps pupils to appreciate which aspects of life have been significant for most of humanity throughout the ages. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding. It also helps to show them what shapes people's behaviour and motivations, and points pupils towards positive models for their own lives.

Personal development and well-being

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

Community cohesion

RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination.

The school community – RE provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored.

The community within which the school is located – RE provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area.

The UK community – a major focus of RE is the study of diversity of religion and belief in the UK and how this influences national life.

The global community – RE involves the study of matters of global significance recognising the diversity of religion and belief and its impact on world issues.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Provision and Organisation of the RE Curriculum

At Abbey Gates Primary School we aim for RE to be accessible to all children whether they have a religion or not. We employ a variety of teaching methods when teaching RE, including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection. Teachers adapt tasks and resources so that all pupils, including those with special educational needs and disabilities and those who speak English as an additional language, can take part and make progress.

We use as a basis for our planning the programmes of study of the local agreed syllabus, as follows:

Phase	Religions and worldviews studied
Foundation Stage	Developing a growing sense of the child's awareness of self, their own community and their place within this, children will encounter Christianity and other worldviews found in their own classroom, simply.
Key Stage 1 (Y1–Y2)	A minimum of two religions is to be studied. Christianity and at least one other religion (Judaism or Islam are the recommended examples). Religions and beliefs represented in the local area should also be studied.
Key Stage 2 (Y3–Y6)	A minimum of three religions is to be studied, along with one example of a non-religious worldview. Christianity and at least two other religions (Hinduism and Islam are recommended).

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
F1 Which stories are special and why?	1.1 Who celebrates what, and why?	2.1 What is it like to belong to the Christian religion today? Local Christianity.	3.1 What difference does it make to be a Christian?	4.1 Why do some people think life's like a journey? What do people say on life after death?	5.1 What can we learn from great leaders and inspiring examples in today's world?	6.1 What do sacred texts and other sources say about God, the world and human life?
F2 Which people are special and why?	1.2 How do we show we care for others? Why does it matter?	2.2 What do Jewish people believe about God, creation, humanity, and the natural world?	3.2 How do religious families and communities practice their faith? The example of prayer	4.2 How do people express their spiritual ideas on pilgrimages?	5.2 What is expected of a person in following a religion or belief? Christianity	6.2 How can we make Nottingham City and County a place of tolerance and respect?
F3 What places are special and why?	1.3 Stories of Jesus: What can we learn from them?	2.3 Humanism Who are the Humanists and what is their way of life?	3.3 Where, how and why do people worship?	4.3 Christianity, music and worship: what can we learn?	5.3 How do people's beliefs about God, the world and others impact their lives?	6.3 How do religions and beliefs respond to global issues?
F4 What times are special and why?	1.4 Why does Easter matter to Christians?	2.4 Islam Who is a Muslim and how do they live?	3.4 What can we learn from inspiring people in sacred texts and in the history of religions?	4.4 Why do Christians call the day Jesus died 'Good Friday'?	5.4 How are beliefs expressed in art, architecture, charity & generosity?	6.4 Rescuers + Upstanders: Learning from Beth Shalom about the Jewish Kindertransport
F5: Belonging. Who are we and how do we belong?	1.5 In what ways are churches / synagogues important to believers?	2.5 Sikhi: Who is a Sikh and how do they live?	3.5 How do festivals and family life show what matters to Jewish people?	4.5 How and why do people try to make the world a better place?	5.5 What matters most to Humanists and Christians? (C, M/J, NR)	6.5 Sikhi What does it mean to be a Sikh in Britain today?
F6: Wonderful world: how can we care for life on earth?	1.6 What makes some people inspiring for others? Moses and Saint Peter	2.6 Jewish and Christian Stories: How and why are some stories important in religions?	3.6 How and why do people mark the significant events of life?	4.6 What are the deeper meanings of some Hindu festivals?	5.6 Islam What does it mean to be a Muslim in Britain today? respect?	6.6 For Christians, what kind of king was Jesus?

RE is taught discretely. Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visits from members of local faith or belief communities to the school. The syllabus requires a minimum of 36 hours per year in Key Stage 1 and 45 hours per year in Key Stage 2.

Implementation of the new Agreed Syllabus

As we implement the new syllabus, we will:

- ensure the RE coordinator attends the SACRE launch training and share key messages with all staff;
- revise the long-term and unit plans against the new syllabus;
- check any published resources or schemes we use against the new syllabus so that they fully meet its requirements;
- review our approach to assessment in the light of the new syllabus guidance; and
- inform parents and carers of the new syllabus.

Assessment and Monitoring of RE

Religious Education is assessed in the same way as other foundation curriculum subjects, in line with the school policy on assessment and monitoring.

It is expected that each teacher will be responsible for the regular assessment of their pupils through marking set work. As part of the work done in religious education pupils will complete Showcase Tasks as part of each unit of work. Summative data will be stored on Sonar. This data will be used by the co-ordinator to track pupil progress through the school; it will also be used by the class teacher to ensure that each pupil is set work that is appropriately challenging.

The RE co-ordinator will monitor RE within the school through analysis of this assessment data as well as book looks, pupil voice and planning scrutiny.

Responsibilities for RE within the school

The RE coordinator Tella Durham is responsible for monitoring the implementation of the RE curriculum at Abbey Gates, including the transition to the new Agreed Syllabus.

The headteacher and governing body are responsible for fulfilling their legal obligations and should also make sure that:

- all pupils make progress in achieving the learning objectives of the RE curriculum
- the subject is well led and effectively managed and that standards and achievement in RE and the quality of the provision are subject to regular and effective self-evaluation
- those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD, including training on the new Agreed Syllabus
- teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact as part of the duty to promote community cohesion
- teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives and promote community cohesion
- clear information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

- where there are insufficient teachers in a school who are prepared to teach RE, the head teacher ensures that pupils receive their entitlement to RE. In these circumstances, head teachers might wish to seek advice from their LA or SACRE.

Parental Right of Withdrawal from RE

Parents have the legal right to withdraw their children from religious education on the grounds of conscience. However, the right of withdrawal does not extend to other areas of the curriculum when, as may happen on occasion, spontaneous questions on religious matters are raised by pupils or there are issues related to religion that arise in other subjects such as history or RSHE.

We would ask any parent considering this to contact the head teacher/RE coordinator to discuss any concerns about the policy, provision and practice of religious education at Abbey Gates Primary School.