WILLIAM LILLEY
INFANT AND NURSERY SCHOOL

RELIGIOUS EDUCATION POLICY
Autumn 2026

Governors' Committee Responsible:	**Outcome and Data**
Policy Originator:	**Sally Beardsley**
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INTRODUCTION

This policy outlines the teaching, organisation and management of RE learning and teaching at William Lilley Infant and Nursery School. We believe that Religious Education is the understanding of the faiths and beliefs of people and the variety of views that contribute to a diverse society. It is also concerned with the deep meaning that individuals and groups make of their own experiences and how this helps them give purpose to their lives.

Developing a sense of belonging, celebrating individuality and promoting positive relationships with each other are core aspects of our underpinning school values:

Known, Nurtured and Proud to Succeed

AIMS

The Aim of RE in Nottingham City and County

The curriculum for religious education aims to ensure that all pupils make progress in RE's three areas:

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[1] found in religions and worldviews;
- 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[2].

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.

Our aim is to ensure that all children are taught the study of RE as specified by the Agreed Syllabus for Religious Education in Nottinghamshire 2026-31 Dialogue, Diversity and World Views.

Our aims in RE are;

➢ to stimulate and maintain pupils' curiosity, interest and enjoyment in RE

➢ to help pupils acquire and develop knowledge and understanding of Christianity, Judaism and Islam and and some of the other principal religions represented in the United Kingdom

➢ to develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures

➢ to develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of some of the main religions represented in the UK

➢ to develop positive attitudes of respect towards other people who hold different views and beliefs, and towards living in a society of diverse religions.

To enhance children's spiritual, moral, social and cultural development by;

➢ developing awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them

➢ responding to such questions with reference to the teachings and practices of religions, relating them to their own understanding and experience

➢ reflecting on their own beliefs, values and experiences

➢ promoting British Values

LEGAL REQUIREMENTS OF THE AGREED SYLLABUS for RE

In order to deliver the aims and expected standards of the syllabus, a minimum of 5% curriculum time is strongly recommended.
In practice, this means that the following is allocated to the teaching of RE:- Reception and Key Stage 1: 36 hours of tuition per year (e.g. 50 minutes a week or some short sessions implemented through continuous provision).

Parents/carers have the right to request that their children be withdrawn from Religious Education lessons. This decision should be made without influence from the school, although a school should ensure parents or carers are aware of the educational objectives and content of the RE syllabus. In this way, parents can make an informed decision.
(To make such a request, they need to formally write to the head teacher. See 'Parental right of withdrawal of RE' in the Agreed Syllabus.)

PLANNING, TEACHING AND LEARNING

Our religious education teaching begins with the child's own experiences and understanding within EYFS and progresses into KS1. We utilise the agreed syllabus expectations and engage with the National Association of the Teaching of Religious Education (NATRE) to support with planning of provision.

We teach children a definition of RE, use starter slides in lessons and record work either individually or in floor books. A variety of teaching styles and methods will be used to cater for children's different learning styles and these will involve creative and enjoyable activities which develop their thinking skills ability.

Examples are role play and drama techniques, art and design, use of religious artefacts and photographs, visitors, educational visits, festival day/afternoon, thinking skills activities, discussions and investigative stories and ICT. Children and teachers will use a variety of approaches to ensure that learning is effective. Lessons may be taught using active inspire, powerpoints and hyperlinks to websites on the interactive whiteboard.

We also deliver RE through cross-curricular activities, through theme events, assemblies and first-hand visits and visitors to the school. Further details on the intent, implementation, progression of RE can be seen within the RE intent, implementation, progression and assessment document.

ASSESSMENT & REPORTING

Assessment needs to be flexible; meeting the learning needs of all the pupils in school. In Reception, pupil progress is noted through the structures of the Foundation Stage's Early Learning Goals. In Years 1 and 2 Assessment is on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks and informal summative assessment. In RE, by the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study, as in all subjects of the curriculum. The expectation is that pupils' achievements will be weighed up by teachers using criteria arising from the programs of study. This statement is also included in the programs of study for each subject of the National Curriculum. Schools have a curriculum and assessment framework that meets the set of core principles offered by the DfE. Our knowledge progression document supports our assessment and allows us to ascertain whether our children are reaching ARE in RE.

EQUAL OPPORTUNITIES

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability. Each child matters and the children's capabilities are taken into account including provision for the gifted and talented. William Lilley infant and Nursery School places an extremely high importance on these aspects within the school and these are supported by our school aim and vision.