The Levett School

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Positivity | Determination | Reflection | Integrity

RE Policy

Policy agreed by Headteacher on:	03.11.2026
Review date for Headteacher:	November 2026
Allocated Group/Person to Review:	Emma Place
Agreed frequency of Review, by allocated person:	Every 2 years or when curriculum changes occur
Last Review date:	03/11/2026

Melton Road, Sprotbrough, Doncaster, DN5 7SB

City of Doncaster Council

Levett School RE Policy

At the Levett School, we believe that Religious Education (RE) is an essential part of a broad, balanced and inclusive primary curriculum. RE enables pupils to develop their knowledge and understanding of religions and non-religious worldviews, explore meaningful questions about life and belief, and develop respect for the beliefs, values and experiences of others.

At this school, RE supports and strengthens the vision, ethos and values which are at the heart of what we aim to do in every aspect of school life. The importance placed on the development of the whole child spiritually, morally, socially, culturally and intellectually is reflected in the RE curriculum.

Our RE curriculum is based on the Doncaster Locally Agreed RE Syllabus 2025–2030, and will reflect the fact that the religious traditions in Great Britain are varied and ensures the that subject coverage reflects this trend through exploring the teachings and practices of the principle religions represented in Great Britain.

We aim to provide high-quality RE that encourages curiosity, thoughtful questioning, respectful discussion and reflection. Through the curriculum, pupils will learn about the diversity of religious and non-religious worldviews and recognise that people within the same religion or worldview may hold different beliefs and practise in different ways.

The RE curriculum is not designed to convert pupils or urge a particular religion or religious belief on pupils. Rather we hope that through the teaching of RE, children will develop spiritually, morally, socially and culturally

Aims of Religious Education

Our RE curriculum aims to:

- Enable learners to develop a broad and balanced understanding of religions/worldviews both globally and within their own community.
- Contribute to developing learners as positive, participating citizens of the world
- Develop their own personal worldview, identity, values and spirituality.
- Enable pupils to explore beliefs, teachings, practices, celebrations, sacred texts, places of worship and significant people.
- Empowers learners to develop and use critical thinking skills through asking questions, investigating evidence and considering different perspectives.
- Develop pupils' ability to explain connections between beliefs, values and actions.
- Help pupils recognise diversity within and between religious and non-religious communities.
- Encourage pupils to reflect on their own experiences, feelings, ideas and values without requiring them to adopt a particular belief.
- Broaden perspectives of faiths and cultures, encouraging tolerance of diversity.
- Support pupils' spiritual, moral, social and cultural development.
- Prepare pupils to participate thoughtfully and respectfully in modern Britain and the wider world.

Legal Framework and Statutory Requirements

RE is a statutory subject for pupils in Reception to Year 6 in accordance with the relevant education legislation and the arrangements applicable to the school. The Levett School will follow the Doncaster Locally Agreed RE Syllabus.

RE will be taught as a distinct subject and will not be replaced by collective worship, assemblies or personal, social, health and economic education (PSHE).

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Parents and carers have a legal right to request the withdrawal of their child from all or part of RE. Such requests will be handled sensitively by the headteacher in accordance with the relevant legislation and guidance. The school will discuss the request with parents or carers to establish their concerns and clarify the arrangements.to ensure that suitable supervision and activities will be arranged.

Curriculum Intent

Our curriculum follows the principles of the Doncaster syllabus and provides a coherent, progressive programme of study from Reception to Year 7. The syllabus is based around six threads or 'pathways' through which the most important features of RE may be understood:

Pathway 1 - The Nature of Religion and Belief

Pathway 2 – Expressing belief

Pathway 3 – A good life

Pathway 4 – Personal Journey

Pathway 5 - Influence and Authority

Pathway 6 -The big picture

Pupils will encounter a range of religious and non-religious worldviews. Christianity will be included throughout the curriculum, alongside appropriate study of other principal religions and non-religious worldviews, in line with the syllabus requirements.

Curriculum medium term planning will ensure that pupils revisit important concepts and develop increasingly secure knowledge and understanding over time. Learning will be organised around meaningful enquiry questions. These will encourage pupils to investigate religious and non-religious beliefs, consider how beliefs are expressed and explore how beliefs may influence people's lives.

The curriculum will then be adapted to reflect pupils' ages, prior learning, experiences and needs. Teachers will ensure that examples of religious practice are accurate, respectful and representative of the diversity within communities.

Curriculum Implementation

Early Years Foundation Stage (EYFS)

In Reception, RE will be introduced through age-appropriate experiences, subject specific vocabulary, stories, discussion, play and exploration.

Children will encounter Christianity and other religions and worldviews relevant to their learning. In EYFS, our pupils will use all their senses to begin to learn about religion and worldviews through

special people, books, times, places, and objects. This will allow them to explore themes such as belonging, family, kindness, special people, celebrations, important places and objects.

Children will be encouraged to ask questions, listen to a range of religious stories, handle artefacts, visit places of worship, meet with people from faith communities and talk about their experiences whilst recognising that different people may believe or celebrate in different ways.

Key Stage 1: Years 1 and 2

Pupils will develop their knowledge of Christianity and other selected religious and non-religious worldviews. They will explore stories, beliefs, celebrations, places of worship, religious objects and practices built around developing their knowledge and understanding along the six pathways for learning from the Doncaster Syllabus.

Pupils will begin to identify similarities and differences, ask questions about what matters to people and express simple responses to what they learn.

Lower Key Stage 2: Years 3 and 4

Using the 6 pathways, pupils will deepen their knowledge of religious and non-religious worldviews. They will explore beliefs, sacred texts, religious practices, celebrations, communities and the relationship between beliefs and actions.

Pupils will be supported to make connections, compare different perspectives and explain why particular beliefs and practices are important to individuals and communities.

Upper Key Stage 2: Years 5 and 6

Applying the 6 pathways, pupils will develop more detailed and critical understanding of religious and non-religious worldviews. They will explore complex questions about belief, identity, morality, commitment, meaning and the influence of worldviews on people's lives.

Pupils will use evidence to support explanations, compare different viewpoints and develop reasoned responses to challenging questions. They will recognise diversity within religions and worldviews and appreciate that people may interpret beliefs differently.

Breadth and Balance

The RE curriculum will reflect the religious traditions and diversity of Britain and the wider world.

Christianity will be taught throughout the curriculum. Other religions and non-religious worldviews will be selected and sequenced in accordance with the Doncaster syllabus, ensuring breadth, depth and progression.

Teaching will avoid stereotypes and oversimplification. Pupils will learn that religious traditions are living traditions and that beliefs and practices can differ between individuals, families, communities and denominations.

Where appropriate, the school will draw on local community experiences and contemporary examples to help pupils understand how religion and belief influence everyday life.

Teaching and Learning

Teachers will use a range of approaches to make RE engaging, accessible and intellectually challenging, including:

- High-quality teaching, questioning and discussion.
- Use of a wide range of stories, sacred texts and other written sources.
- Artefacts, images, music and video.
- Role play and drama, where appropriate and respectful.
- Visits to places of worship and opportunities to hear from visitors within the local and more extended communities..

- Independent research and collaborative activities.
- Creative responses, written explanations and structured reflection.

Teachers will establish clear expectations for respectful discussion. Pupils will be encouraged to listen carefully, disagree respectfully and support their ideas with relevant knowledge or evidence.

No pupil will be expected to disclose personal religious beliefs or participate in religious observances as a requirement of learning.

Inclusion and SEND

RE is for every pupil. At the Levett School we will ensure that all pupils, including those with special educational needs and disabilities (SEND), English as an additional language (EAL), social, emotional and mental health needs, or other barriers to learning, can access meaningful RE.

Teachers will adapt learning through:

- Clear explanations and carefully modelled vocabulary.
- Visual resources, artefacts and concrete examples.
- Pre-teaching and revisiting key vocabulary.
- Sentence stems, writing frames and structured discussion.
- Chunked instructions and additional processing time.
- Alternative ways to record and communicate understanding.
- Appropriate adult support and personalised learning objectives.

Adaptations will maintain high expectations while ensuring that learning is accessible and meaningful. Where necessary, quality first teaching will be adjusted to meet individual needs, including sensory and experiential approaches.

Assessment and Progression

Assessment will establish what pupils know, understand and can explain. It will inform future teaching and help teachers identify misconceptions and gaps in learning.

Teachers will assess pupils through:

- Questioning and classroom discussion.
- Observation of pupil contributions.
- Written explanations and recorded work (evidenced in the class floor book).
- Comparisons of beliefs and practices.
- Responses to enquiry questions.
- Assessment activities.
- Use of Cornerstones / assessment trackers – following the school's assessment procedures and policy.

Assessment will focus on pupils' knowledge and understanding rather than their personal beliefs, faith, opinions or willingness to agree with a particular viewpoint. Progression will be reflected in pupils' increasing ability to recall knowledge, describe beliefs and practices, identify connections, compare perspectives, explain reasons and offer thoughtful responses.

The RE subject leader will monitor assessment information to evaluate curriculum effectiveness and identify areas for development.

Spiritual, Moral, Social and Cultural Development

RE makes a significant contribution to pupils' spiritual, moral, social and cultural development.

Through RE, pupils will have opportunities to:

- Reflect on questions of meaning, purpose, identity and belonging.
- Explore moral questions and consider the consequences of choices.
- Develop empathy, cooperation and respectful relationships.
- Appreciate the diversity of cultures, traditions and worldviews.
- Consider different approaches to justice, compassion, responsibility and community.
- Develop their own ideas and responses to important questions.

RE will contribute to the promotion of fundamental British values, including mutual respect and tolerance of those with different faiths and beliefs, alongside democracy, the rule of law and individual liberty.

Resources, Visits and Visitors

The school will provide suitable resources to support the effective teaching of RE. These may include religious artefacts, books, photographs, videos, digital resources and first-hand accounts.

Visits to places of worship and meetings with visitors from religious or non-religious communities may be arranged where these enhance pupils' learning in line with the school's visits policy.

Roles and Responsibilities

Headteacher and Senior Leadership Team

The headteacher and senior leadership team will:

- Ensure that the school meets its statutory responsibilities for RE.
- Support the implementation of this policy.
- Provide appropriate time and resources for RE.
- Monitor the quality of teaching and learning.
- Ensure that staff have access to relevant professional development.

RE Subject Leader

The RE subject leader will:

- Support the development and implementation of the RE curriculum.
- Ensure that curriculum planning reflects the applicable Doncaster syllabus requirements.
- Monitor progression, coverage and the quality of pupils' work through learning walks and quality assurance drop ins.
- Support colleagues with planning, resources and assessment.
- Identify professional development needs.
- Keep up to date with syllabus developments and relevant guidance.
- Report on the effectiveness of RE provision to the senior leadership team and governors, as appropriate.

Teachers

Teachers will:

- Plan and deliver high-quality RE lessons using the medium term plans provided.
- Follow the agreed curriculum and relevant syllabus requirements.
- Assess pupils' knowledge and understanding.
- Adapt teaching to meet the needs of all pupils.
- Promote respectful discussion and challenge stereotypes.
- Maintain appropriate records of learning and assessment.

Governors or Trustees

The governing body or academy trust will ensure that appropriate arrangements are in place for RE and that the school meets the requirements applicable to its status.

Governors or trustees will support the monitoring and review of the policy and curriculum.

Reporting to Parents and Carers

Parents and carers will receive information about pupils' progress and attainment in RE through the school's normal reporting arrangements, in accordance with applicable requirements.

The school will make information about the RE curriculum available to parents and carers through the website and respond to reasonable requests for further information about what pupils are learning.

Monitoring and Evaluation

The RE subject leader and senior leadership team will monitor the effectiveness of RE through appropriate activities, including:

- Reviewing curriculum plans and coverage.
- Sampling pupils' work and assessment evidence.
- Pupil discussions and learning conversations.
- Lesson visits or observations, where appropriate.
- Discussions with teachers.
- Reviewing pupil progress and identifying next steps.
- Gathering feedback from staff, pupils and relevant stakeholders.

Monitoring will identify strengths, gaps and priorities for improvement. Findings will inform curriculum development and professional learning.