



RE and Assembly Policy

2025-2026

Our Vision

Rampton Primary School aims develop the whole child. Our priority is to create conditions to enable every child to stimulate their natural curiosity and apply their creative thinking. Our curriculum has been designed to empower all our pupils to have curious minds and become active, confident, independent learners, giving each child 'the opportunity to think' rather than telling them 'what to think.' We embrace and celebrate every child's uniqueness, continually providing opportunities to develop their resilience, knowledge and skills, thus providing them with the cultural capital necessary to live a happy, healthy, truly fulfilling life.

Introduction

We provide RE for all children in school for a total of 36 hours/year for KS1 children and 45 hours/year for KS2 (Nottinghamshire agreed syllabus). The school brochure tells parents of their right to withdraw their children from RE. This choice is required to be stated in writing annually to the head teacher. Any children withdrawn from the school RE are required to be provided with acceptable alternative RE by their parents in the form of work that can be completed at school. This work should be discussed with the class teacher in order to include the child as fully as possible by linking their work with class work.

Intent

At Rampton Primary School, Religious Education (RE) is designed to give all pupils the opportunity to explore a diverse range of religions and worldviews, developing their understanding of how beliefs shape life, identity, and society. Our curriculum intent is rooted in the **United Curriculum: Religion and Worldviews** and is fully aligned with the **Nottinghamshire Agreed Syllabus for RE**.

Through a two-year rolling programme, RE enables pupils in our mixed-age classes to progressively develop:

- **Substantive knowledge** – understanding beliefs, teachings, practices, and traditions;
- **Disciplinary knowledge** – enquiry, interpretation, reasoning, and reflection about religion and worldview.

The curriculum promotes curiosity, critical thinking, and respect, supporting pupils' **spiritual, moral, social, and cultural (SMSC) development**. RE provides a structured, safe space for discussion and debate, enabling pupils to articulate, justify, and reflect on their own ideas.

RE also plays a key role in promoting **British values**, including:

- **Tolerance** and mutual respect for people of all faiths and beliefs;
- **Democracy**, by valuing differing viewpoints;
- **The rule of law**, understanding fairness, justice, and moral decision-making;
- **Individual liberty**, developing confidence to express beliefs respectfully.

Aims of RE (from Nottinghamshire Agreed Syllabus)

Know about and understand a range of religions and worldviews, so that pupils can:

- Describe, explain and analyse beliefs and practices, recognising diversity within and between communities;
- Identify, investigate, and respond to questions posed by, and answers offered by, sources of wisdom;

- Appreciate and appraise the nature, significance, and impact of different ways of life and expression.

Express ideas and insights about the nature, significance, and impact of religions and worldviews, so that pupils can:

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

Gain and deploy skills to engage seriously with religions and worldviews, so that pupils can:

- Investigate key concepts and questions of belonging, meaning, purpose, and truth creatively;
- Enquire into what enables communities to live together respectfully;
- Articulate beliefs, values, and commitments clearly and explain their significance in their own and others' lives.

Implementation

RE is delivered across the school using the **United Curriculum: Religion and Worldviews**, supported by the **Nottinghamshire Agreed Syllabus**. It is organised in a two-year rolling cycle to suit mixed-age classes, ensuring coherent coverage and progression from Nursery to Year 6.

Substantive and Disciplinary Knowledge

Each component develops:

- **Substantive knowledge** – what pupils learn *about* religion and worldviews (beliefs, teachings, practices, traditions, stories, symbols, and celebrations).
- **Disciplinary knowledge** – how pupils learn *in* religion and worldviews (enquiry, interpretation, reflection, reasoning, and expressing ideas).

Even within the two-year cycle, pupils revisit key themes through different disciplinary lenses, ensuring progression without repetition.

EYFS Coverage

In Nursery and Reception, pupils explore RE through the Understanding the World area of the EYFS framework, following the United Curriculum EYFS content:

- Special people, stories, and places;
- Celebrations and belonging;
- Caring for others and the natural world;
- Similarities and differences between people's beliefs and ways of life.

Learning is experiential, story-based, and practical, providing foundations for enquiry and reflection in later years.

Two-Year Cycle Coverage

Cycle	Class	United Curriculum Year	Religions & Worldviews	Key Focus
Cycle A	Explorers	EYFS 1	Special people, stories, celebrations	Belonging and community; caring for others; exploring diversity
	Creators	Year 1	Christianity, Judaism	Who belongs to religions and worldviews; beliefs, symbols, celebrations
	Innovators	Year 3	Christianity, Hinduism, Humanism	Stories and teachings; exploring belief, non-belief, community; expression of faith
	Pioneers	Year 5	Christianity, Judaism, Buddhism, Humanism	Beliefs, values, responsibility, compassion; comparing religious and non-religious perspectives
Cycle B	Explorers	EYFS 2	Belonging, community, caring for our world	Exploring similarities and differences in beliefs and ways of life
	Creators	Year 2	Christianity, Islam	Beliefs and belonging; celebrations; moral choices and diversity
	Innovators	Year 4	Christianity, Islam, Sikhism	Sacred texts; identity and diversity; symbols and commitments
	Pioneers	Year 6	Christianity, Islam, Sikhism	Ultimate questions about life, death, purpose; interpreting sources of wisdom; linking belief and action in society

Learning and Teaching

The Nottinghamshire Agreed Syllabus identifies two attainment targets, which we align with the United Curriculum:

1. **Learning about religions – ‘Examining and understanding religious perspectives’**
 - Investigating beliefs, teachings, and practices; their impact on communities; and the ways they are expressed.
 - Using enquiry and higher-order thinking to explore ultimate questions and ethical issues.
 - Communicating understanding with accurate specialist vocabulary.
2. **Learning from religions – ‘Exploring and responding to human experience’**
 - Reflecting on pupils’ own experiences in relation to beliefs and worldviews.
 - Applying, interpreting, and evaluating learning about religion, particularly regarding identity, belonging, meaning, purpose, truth, values, and commitments.

Four attitudes central to RE learning (Nottinghamshire Agreed Syllabus):

1. **Self-awareness** – developing confidence in beliefs and identity; sensitivity to the impact of ideas and behaviour on others.
2. **Respect for all** – listening skills; valuing difference; acknowledging bias; considering inclusivity.
3. **Open-mindedness** – willingness to learn; engaging with respectful disagreement; distinguishing opinion from belief.
4. **Appreciation and wonder** – curiosity and imagination; recognising knowledge is bounded by mystery; responding to questions of meaning and purpose.

RE lessons use Big Questions such as:

- *What do people say about God?*
- *Why do people celebrate special times?*
- *What makes us human?*
- *Why do people express their beliefs in different ways?*

Pupils explore texts, artefacts, stories, and experiences, including visits and visitors from faith communities. Lessons emphasise discussion, reflection, and reasoning, enabling pupils to communicate ideas confidently and respectfully.

Disciplinary Strands

RE progression is structured through four disciplinary strands:

- **Theology (Believing)** – what people believe, texts, and symbols.
- **Philosophy (Thinking)** – questions of truth, morality, and meaning; multiple viewpoints.
- **Human/Social Sciences (Living)** – how beliefs shape lives, communities, and society.
- **Expression and Enquiry** – using vocabulary, evidence, and reasoning to express and evaluate ideas clearly.

Impact

The impact of RE is reflected in pupils' knowledge, understanding, skills, and attitudes. Assessment is ongoing, using discussion, written work, and reflective activities to evaluate understanding of **substantive and disciplinary knowledge**.

Progression is tracked across the two-year cycle to ensure pupils revisit concepts in increasing depth. By the end of Key Stage 2, pupils are able to:

- Describe and explain beliefs, practices, and worldviews across religions and non-religious perspectives;
- Recognise diversity within and between religions;
- Ask and answer challenging questions about belief, morality, and meaning;
- Evaluate viewpoints respectfully and articulate their own ideas with confidence;
- Make connections between belief, practice, identity, values, and actions in their own lives and society.

RE at Rampton Primary School fosters curiosity, empathy, critical thinking, and respect, preparing pupils to engage thoughtfully with religion and worldviews while promoting **British values** and the ability to live harmoniously in a diverse, modern Britain.

Assemblies

Introduction

At Rampton Primary School, assemblies are an important part of the school day as they give the whole school the opportunity to come together as a community. They provide a shared space where pupils and staff can reflect, celebrate achievements, and develop a sense of belonging. Assemblies contribute to the spiritual, moral, social, and cultural (SMSC) development of all pupils and support teaching about school values, British values, and Religious Education (RE).

Through assemblies, pupils explore a variety of religions, worldviews, and celebrations, learning to respect diversity while reflecting on their own beliefs and values. Assemblies also provide opportunities to develop key skills such as empathy, self-awareness, reflection, and responsible citizenship.

RE and Local Faith Connections

Assemblies provide meaningful opportunities to enhance learning in RE. Pupils learn about religious and non-religious worldviews, explore festivals and celebrations, and see how belief is expressed in real life. These experiences help children to:

- Connect classroom learning with living faiths and communities;
- Appreciate diversity and develop tolerance and mutual respect;
- Reflect on their own values and identity in a supportive setting;
- Reinforce British values, including democracy, the rule of law, individual liberty, and respect for others.
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We also place a strong emphasis on local religion and community connections:

- Our Lay Minister, Mrs Gillian Rann, visits every half term to lead assemblies and supports key celebrations within the Christian calendar;
- Pupils attend the Rampton Christingle service at Rampton All Saints Church, providing a first-hand experience of worship in the local faith community.

These experiences are important because they give pupils direct engagement with religious practice and community life, enriching their understanding of belief and showing the relevance of RE beyond the classroom. They complement the RE curriculum taught through the United Curriculum: Religion and Worldviews and the Nottinghamshire Agreed Syllabus, ensuring that learning is both meaningful and connected to everyday life.

Celebration Calendar for 2025–2026

Assemblies are linked to key national, religious, and cultural events, giving pupils regular opportunities to explore a range of worldviews, reflect on British values, and celebrate diversity:

Celebration	Date
Harvest Festival	Friday, 17 October 2025
Diwali (Deepawali)	Monday, 20 October 2025
Anti-Bullying Week	10–14 November 2025
Parliament Week	17–21 November 2025
Advent	December 2025
Christmas	Thursday, 25 December 2025
Chinese New Year	Tuesday, 17 February 2026
Ramadan Begins	Evening of Tuesday, 17 February 2026
Shrove Tuesday	Tuesday, 24 February 2026
Ash Wednesday	Wednesday, 25 February 2026
Holi – Festival of Spring and Love	Saturday, 7 March 2026
Mother's Day	Sunday, 15 March 2026
Eid al-Fitr (end of Ramadan)	Friday, 20 March 2026
Easter	Sunday, 5 April 2026
Earth Day	Wednesday, 22 April 2026
St George's Day	Thursday, 23 April 2026
VE Day	Friday, 8 May 2026
Father's Day	Sunday, 21 June 2026

Linking assemblies to these celebrations ensures pupils:

- Experience a range of religions and worldviews in context;
- Develop understanding of different cultural traditions and global perspectives;
- Make connections between beliefs, practices, and societal values;
- Reinforce school values and British values in a practical and reflective way.

Planning, Recording, and Evaluation

Each member of staff has a theme for each assembly, scheduled by the Head Teacher. Alternatively, staff may develop assemblies from themes and events that occur in the curriculum during the week, from national or global events, or from empowering themed weeks such as Parliament Week, Anti-Bullying Week, British Science Week, etc.

This planning pattern is flexible, and on occasions it is recognised that teachers may need to respond to local or national events as they arise. Assemblies are recorded, and staff reflect on their effectiveness in promoting SMSC development, British values, and engagement with RE and worldviews.

Aims of our Assemblies

- Contribute to pupils' spiritual, moral, social, and cultural development;
- Give expression to and reinforce the values of the school community;

- Celebrate achievements within the school, local, and wider community, including religious and cultural festivals;
- Foster concern for others and recognition of vulnerability and responsibility;
- Provide opportunities for reflection, stillness, and quiet;
- Support pupils' understanding and practice of worship in the future;
- Promote awareness of safety and wellbeing issues affecting all children.

Rights of Withdrawal

Rampton Primary School is an inclusive community; however, we respect the right of parents to withdraw their children from collective worship or assemblies with religious content. Withdrawal should be arranged with the Head Teacher, confirmed in writing, and renewed annually. Children withdrawn are provided with suitable alternative activities during assembly time.

Day	Person Leading/theme
Monday	Mrs. Burchell
Tuesday	Miss. Pettit/Miss. Floyd (singing assembly)
Wednesday	Well-being Wednesday (no assembly)
Thursday	Mrs. Gardener/Mr. Rock
Friday	Mrs. Roberts/Mrs. Burchell - Celebration Assembly

DISSEMINATION OF THE POLICY

The policy will be available on the staff drive, for all members of staff.

Copies will be available for parents to download from the school website.

PROCEDURES FOR MONITORING AND EVALUATION

The head teacher, school governors, senior leaders and curriculum leaders will monitor the policy.

Headteacher's signature _____

RE Lead's signature _____

Chair of Governor's signature _____

Date _____

Review date – September 2026