

Religious Education Policy

In our school our school vision '*We are all loved; we all belong; we all have something to give*' together with our values of **Loving-kindness, Respect and Aspiration** shape all we do.

1. The legal position for religious education

The Education Act 1996 requires that Religious Education be taught to all children, including those in Reception classes within the Early Years Foundation Stage (EYFS). Parents or carers have the right to withdraw their child(ren) from all or part of Religious Education. Similarly, teachers may opt out of teaching RE but must give formal written notice of their decision to the school governors.

At our school, we follow the **Hampshire, the Isle of Wight, Portsmouth and Southampton Agreed Syllabus, Living Difference IV**, ensuring that our curriculum meets all the requirements outlined in this framework.

2. The purpose of RE

This document states:

The purpose of religious education (RE) in Hampshire, the Isle of Wight, Portsmouth and Southampton is to introduce children and young people to what a religious way of looking at, and existing in, the world may offer in leading one's life, individually and collectively ([See Living Difference IV and religion](#))

It recognises and acknowledges that the question as to what it means to lead one's life with such an orientation can be answered in a number of qualitatively different ways. These include the idea that to live a religious life means to subscribe to certain propositional beliefs (religion as truth); the idea that to live a religious life is characterised by a particular way of being in and with the world, with a particular kind of awareness of, and faith in, the world and in other human beings (religion as existence).

Religious education (RE) in Hampshire, the Isle of Wight, Portsmouth and Southampton intends to play an educational part in the lives of children and young people as they come to speak, think and act in the world ([See Living Difference IV and education](#)).

This entails teachers bringing children and young people first to attend to their own experience and that of others, to engage intellectually with material that is new and to discern with others what is valuable with regard to living a religious life or one informed by a non-religious or other perspective.

This approach to religious education in Hampshire, the Isle of Wight, Portsmouth and Southampton schools is consistent with the United Nations Convention on the Rights of the Child (UNCRC), particularly articles 8, 12, 23, 14, 29 and 30 and supports the work of RRE.

3. Rationale/Aims for teaching RE

We aim that Religious Education will:-

- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development
- **encourage pupils to explore their own beliefs** (whether they are religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses. This also builds resilience to anti-democratic or extremist narratives.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **Develop a sense of awe and wonder and mystery**

4. The contribution RE makes to other curriculum aims in particular to community cohesion

Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, cultural, social, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. 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.

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

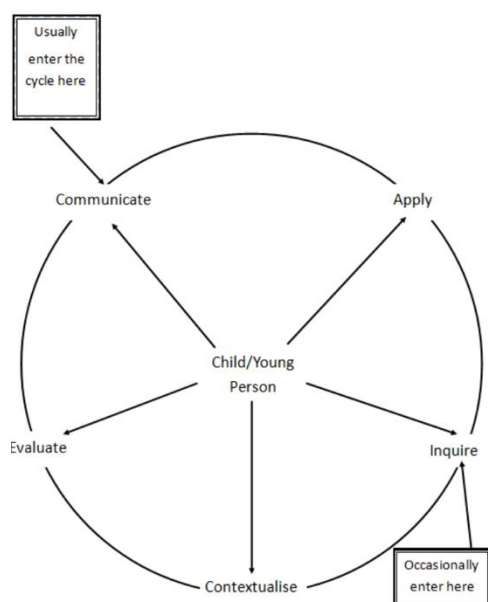
RE makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. Effective RE will promote community cohesion at Each of the four levels outlined in DCSF guidance.

- **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.

Approaches to teaching RE.

The Cycle Of Enquiry (one for each unit of work) is a way of teaching across a sequence of lessons.



* At communicate and apply, teachers bring children to attend to their own and others' experience.

*At inquire and contextualise children engage intellectually.

*At evaluate children discern value for their own and others' existence in the world.

We provide opportunities for children of all abilities to develop their skills, understanding, and knowledge within each unit of study. Understanding Christianity is used as a valuable resource when teaching Christianity. The RE leaders plan together to ensure a high-quality sequential curriculum from YR to Y6. In line with Living Difference IV, the golden threads running through the curriculum are: love, special, belonging and community.

The 1996 Education Act states that the RE syllabus should reflect the fact that the religious traditions in Great Britain are mainly Christian and that it should, at the same time, take account of the teachings and practices of other major religions.

Pupils study the following religions during their time at the federation

- **Foundation stage** – Christianity and aspects of Hinduism
- **Key Stage 1** - Christianity and Hinduism.

- **Years 3 and 4** - Christianity and Judaism
- **Years 5 and 6** - Christianity and Islam

Pupils study Buddhism throughout their time at the federation.

RE may be taught discretely or as part of an integrated topic. When related to a festival, RE is taught in a block of time, otherwise, it is often taught weekly.

Oracy is essential for effective RE teaching. Through exploratory talk, children enrich their conceptual understanding, reflect on their own beliefs and opinions, and engage with the perspectives of others.

In order to make religious education a lively, active subject we employ a variety of teaching methods 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. Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities. For example, in Year 5 pupils visit Guildford Cathedral and Mubarak Mosque and members of Mubarak Mosque visit Year 6 to explain how their lives have been shaped by Islam.

4. Assessment and Recording of RE

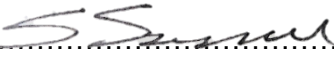
In line with the school policy on assessment and recording, it is expected that each teacher will be responsible for the regular assessment of his or her pupils. At the end of each unit, each pupil will complete an agreed key assessment task that will form part of his or her work done in RE. The class teacher will input assessment data onto Insight. The level achieved will be used by the RE Leaders to track pupil progress through the school and will be used by the class teacher to ensure that each pupil is set work that is appropriately challenging.

5. Arrangements for monitoring standards of teaching and learning in RE and how RE contributes to School Self Evaluation

The RE Leaders will monitor RE standards within the Federation through analysis of assessment data, work scrutiny, pupil conferencing and lesson observations and will report this information to the Strategic Leadership Team and governors. The RE leaders are responsible for contributing to the Church school self-evaluation process.

This policy was formulated by the staff and governors of The Federation of Liphook Infant School and Liphook C of E Junior School and will be reviewed every three years.

Signed : 
Executive Head teacher

Signed 
Chair of Governors

Date:May 2026.....