


Religious Education Policy

“We aim for all our children to develop a love of learning that will last them a lifetime, caring for and respecting the world around them, valuing differences and broadening moral values”

The Solent Schools, Vision, Values and Aims

Responsibility for policy review	Curriculum & Standards Committee
Date reviewed	15 March 2022
Review cycle	3 Years. Next review: March 2025
Linked Policies	Fundamental British Values
Signature:  Chair of Governors	15 March 2022 Date





Introduction

At the Solent Schools we aim to celebrate diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.

We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

RE is taught in accordance with the aims of the Agreed Syllabus produced by Hampshire SACRE 'Living Difference IV' (2021).

“Religious Education 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.

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.”

Living Difference IV purpose statement

Legal Requirements

In accordance with the law we provide Religious Education for all pupils registered at the school.

Parents who choose to withdraw their children from Religious Education lessons are required to meet and discuss this with the Head teacher.

The Agreed RE Syllabus 'Living Difference IV' (2021) recommends that the following minimum hours should be devoted to RE.

- Reception the minimum time is 36 hours
- At Key Stage 1 the minimum time is 36 hours
- At Key Stage 2 the minimum time is 45 hours





The Scheme of Work

The scheme of work for Religious Education covers all the requirements of the Hampshire Agreed Syllabus, 'Living Difference IV.' RE is taught in half-termly units across the school in a combination of religion-based and thematic topics.

Teaching and Learning

The Agreed Syllabus "Living Difference IV" requires children to engage with and study aspects of what it means to live life in Christian traditions, along with a depth study of a second tradition. If the second religion is from an Abrahamic tradition, an overview study should be designed to include a Dharmic tradition. If there are children from other traditions in the class, the teacher can also include these in an overview study within the curriculum as well as a study of non-religious perspectives.

Living Difference IV identifies four A concepts/words that will thread through the whole curriculum to enable continuity across the key stages.

- Community
- Belonging
- Special
- Love

Golden thread concepts/words must be studied at each key stage at least once. In Year R, at least one of these golden thread concepts/words should be introduced. In Year 1, children will study two of the golden thread concepts/ words and in Year 2 the other 2. In addition to the golden thread concepts/words, children will have the opportunities to study other A concepts/words (e.g. thanking, new life, welcoming, remembering, celebration) and other peoples' experiences of these including those living in religious traditions.

Children are required to engage with and study further aspects of what it means to live life in the Christian traditions as well as depth studies of two additional religions; one across Year 3 and 4 and another across Year 5 and 6. If the depth studies in KS2 are selected from the Abrahamic traditions overview studies must include Dharmic traditions. If there are children from other traditions in the class, the teacher can also include these in an overview study at KS2 as well as a study of non-religious perspectives.





Planning and teaching takes the form of a cycle of learning: **Communicate, Apply, Enquire, Contextualise** and **Evaluate**, offers a secure process by which to enable pupils to progress in their ability to interpret religion in relation to human experience (the attainment target).

At Solent Infant School and Solent Junior School we aim for pupils to:-

- Explore Christianity as the religious tradition of the UK.
- Explore Judaism as the next religion most relevant to our school community.
- Explore Hinduism and other religions which reflect the current cohort.
- Have opportunities to learn about the above, through all areas of the curriculum.
- Promote reflection, empathy, investigation, interpretation and analysis of religious cultures.
- Appreciate religious customs, worship and rites of passage through experiential learning and role play.
- Foster attitudes such as curiosity, open-mindedness and respect, as these are fundamental to understanding the religious and spiritual dimension of human life.

Equal Opportunities

Inclusion and differentiation for children with SEND and EAL are taken into account in our planning and teaching as they are in all areas of the curriculum. Within the teaching of RE we make the most of opportunities to help the children develop their sensitivity to relevant issues such as refugees and religious fasting, and to develop positive attitudes towards themselves and others.

We endeavour to draw on the varied experiences and backgrounds of our pupils and staff in order to make RE relevant and interesting to our pupils. Important festivals are celebrated from different religions within the school and wider community.

Through RE children have the opportunity to develop many key skills such as thinking, researching, evaluating, reflecting and empathising. Wherever possible, links are made between Religious Education and other curriculum subjects.





Spiritual, Moral, Social and Cultural Development

In addition to the core values of the school, which permeate throughout, Religious Education is a key opportunity for children to develop morally, spiritually, socially and culturally. In RE lessons, as well as PSHE, SEAL and our Collective Worship policy, children are invited to reflect on their personal responses to issues, consider other people's responses, and appreciate that for some people belief in a spiritual dimension is important.

Recording, Marking, Assessment and Reporting

Assessment takes place at the end of each unit in the scheme of work. This indicates what most pupils should know and understand. Judgements about children's achievements are made through formative and summative assessment. Pupils are guided about what they have done well, what they need to improve and ways in which they might make that improvement. Teachers are encouraged to complete assessments at the end of each unit of work. These assessments should indicate what students know and understand and our linked to the End of Year Expectations as outlined in 'Living Difference IV.'

Management

The teaching, assessing and resourcing of Religious Education is managed by the RE curriculum leader, in close collaboration with Senior Management.

The curriculum leader attends regular training and professional development, and organises INSET and training for other members of staff when necessary. RE planning is monitored and samples of work looked at regularly throughout the year. The scheme of work is evaluated annually.

Each Year group have electronic copies of the planning and suggested assessment activities. These can also be found electronically in the RE Managers folder.

A wide range of resources are available and are stored in year group areas and in the multi-cultural cupboard. Other resources are borrowed from the RE centre as required. Visitors and visits are incorporated into the planning whenever relevant to enhance the curriculum.

