



Religious Education (RE) Policy

Definition

The purpose of RE is to support the development of children's own values, to contribute to the promotion of British values and the children's spiritual, moral, social and cultural development. This entails enabling children to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences. This takes the form of encountering religious stories, festivals, artefacts, places of worship, rituals and beliefs.

Aims

- To provide a wide range of encounters with religion which will help them form a view of the world that they can apply to their own experiences.
- To encourage and develop children's interest and opinions about simple concepts that are common to themselves and religions, and recognise and express their own values and beliefs.
- To enable children to consider the effects religion has on people's lives.

Principles for teaching and learning in RE

RE at Burghclere Primary School is taught in accordance with the legal requirements of the Agreed Syllabus for Hampshire, *Living Difference IV*. We follow the recommended time allocation for 36 hours for RE per year in the Foundation Stage and Key Stage 1, and 45 hours for RE per year in Key Stage 2, with links made with other areas of the curriculum where appropriate.

Parents have the right to withdraw their children from parts of, or all, RE lessons. Pupils who are withdrawn are supervised and provided with alternative activities.

RE in the Foundation Stage

There is a legal obligation to deliver RE to Reception class children within the Foundation Stage according to the Agreed Syllabus. Where possible, links need to be made between RE and other areas of learning as children work towards the Early Learning Goals. Children encounter simple concepts which are particularly appropriate for this stage in their development such as *celebration, specialness* and *community*.

Strategies for the teaching of RE

We use a number of strategies to cover all styles of learning. These being:

- Links with the creative arts and RE such as drama, art, music, literacy and ICT
- A mix of whole-class/group/individual approaches
- Mixed-ability groups with tasks appropriate for children's ages and abilities.

Wherever possible we use first-hand experiences as a stimulus for learning. We encourage children to question the stories, the practices and beliefs they encounter and form opinions about them.

When planning and delivering the RE curriculum, reference is made to ensure that the health and safety, equal opportunity, and special needs policies are met.

The school has close links with the local church and visits are made to other local places of worship, including a Gurdwara (Sikh), a Mandir (Hindu) and Synagogue (Judaism). Outside visitors also contribute to the RE curriculum.

Strategies for progression and continuity

Long and medium-term planning are provided by the RE co-ordinator in consultation with all staff. Staff are responsible for their own short-term planning to suit their own class' needs.

Assessment procedures for RE are in line with the age-related expectations contained in *Living Difference IV* in the appendices. Assessments are made to monitor attainment and progress in RE and inform future planning.

Strategies for recording and reporting

Attainment in RE is recorded by individual class teachers and reported to the RE subject leader. Children's progress in RE is reported to parents annually.

Strategies for use of resources

A wide range of resources is available to enrich the RE curriculum, including posters, DVDs, artefacts, books and websites. Resources are audited, evaluated and ordered by the RE subject leader according to the allocated budget. Resources can be accessed by all staff in the following ways:

- Boxes allocated to units of work for RE are stored in the PPA room
- Supplementary resources for RE are held by the RE co-ordinator
- The library contains fiction and non-fiction books relevant to RE
- Borrowing from the RE centre in Winchester

Last reviewed: November 2023

Date of next review: November 2025