



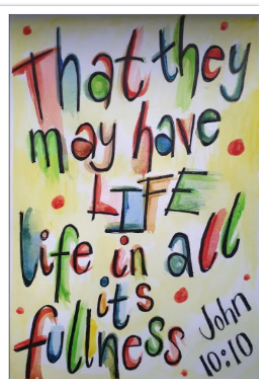
*That they may have life; life in all its fullness - John 10:10*

# Hordle CE (VA) Primary School & Nursery

## RELIGIOUS EDUCATION POLICY 2024

**Any reference to ‘the school’ throughout this policy shall mean Hordle CE (VA) Primary School and Nursery.**

*Through an education rooted in God’s love and grounded in our community through teamship, our children will shape their identity to become aspirational learners, with enquiring minds and deeply held personal values ready to take on their responsibilities; living life in all its fullness as Global Citizens of the future.*



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## Introduction

Religious Education in our school will be taught in accordance with “Living Difference”, the Agreed Syllabus for Hampshire County Council and “Understanding Christianity.”

The teaching of RE is set within the context of the school’s FIT CURRICULUM model which is designed for all pupils to develop and grow as positive, contributing global citizens of the future.



The specific ways in which RE supports and is enriched by each of the WORKOUTS can be found here:

[Hordle CE \(VA\) Primary School R.E Workout Curriculum Intent](#)

Parents have the right to withdraw their child from Religious Education lessons.

## 2. Our Aims

At Hordle School we believe that we:

- help children in their personal and shared search for meaning and purpose in life by studying aspects of human experience which prompt fundamental questions about beliefs and values.
- provide children with knowledge and understanding of Christianity and other world religious traditions that are represented in Great Britain
- In particular we will encourage children to:
- reflect on their own personal feelings and responses and be sensitive to the feelings and responses of others.
- foster a sense of awe and wonder and an appreciation of creation.
- reflect on stories with a moral message or mystery.
- discuss and develop an understanding of moral, social and religious issues.
- treat beliefs, values and ideas with sensitivity and respect.
- develop an understanding of Christianity as the main faith in Great Britain.
- develop an understanding of Judaism, Hinduism and Islam, including their main festivals, customs, beliefs and stories.



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### 3. Content

The content of our Religious Education curriculum is based on “Understanding Christianity” and “Living Difference”, (the Agreed Syllabus for Hampshire County Council).

Each Unit follows the cycle of enquiry, contextualising, evaluating, communicating and applying a key concept. Some concepts studied will be common to religious and non-religious experience and some will be common to many religions and used in the study of religion.

Although all children will touch on different religions throughout their seven years, the content is explicitly taught as a focus in the following ways:

PHASE	RELIGION 1	RELIGION 2	
FOUNDATION STAGE	CHRISTIANITY		<p>explore and reflect on concepts in Units of Work such as Celebrating Birthdays and Special Clothes. These concepts will be within children’s own experiences.</p> <p>develop a sense of awe and wonder about objects and places through the use of universal symbols, religious artefacts and religious buildings.</p> <p>learn about Christianity through stories, artefacts, places, buildings, visitors, visits and I.C.T.</p> <p>when appropriate look at artefacts and listen to simple stories from the other religions studied in school.</p> <p>experience Christian celebrations and festivals.</p>
KEY STAGE 1		JUDAISM	<p>explore and reflect on concepts in Units of Work such as Special People, Creation and Symbols.</p> <p>develop a sense of awe and wonder about objects and places through the use of universal symbols, religious artefacts and religious buildings.</p> <p>ask fundamental and puzzling questions about the religions studied and through stories relating to those religions.</p> <p>learn about Christianity and Judaism through stories, artefacts, places, buildings, visitors, visits and I.C.T.</p> <p>experience Christian and Jewish celebrations and festivals.</p>
LOWER JUNIORS		HINDUISM	<p>explore and reflect on concepts in Units of Work such as Ceremonies, Interpretation and Imagery.</p> <p>learn stories and be able to recall key ideas from stories that are important to particular religious communities.</p>
UPPER JUNIORS		ISLAM	<p>learn how different religions express their faith through worship, customs and within their community.</p>



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As the children learn about the different religions we use opportunities to compare and contrast in order to develop their understanding.

We have chosen these religions because they:

- are all religions followed in Great Britain.
- have a strong set of moral values.

#### **4. Approach to Religious Education**

We have agreed to approach the teaching of Religious Education using a variety of teaching styles in both Key Stages: Within our approach we include:

- stories that raise questions - both religious and secular.
- particular R.E. topics in their own right.
- R.E. topics that are closely related to other topic areas.
- the study and experience of festivals and celebrations.
- a progressive focus on Christmas and Easter within a two year cycle throughout the school.

We will look at four religions:

- as separate belief traditions.
- linked to a universal theme or symbol.

At Key Stage 1 we will focus on teaching and learning R.E. through shared human experiences.

At Key Stage 2 we will continue to use the focus of shared human experiences and we will also include a progressive and systematic approach to the religions studied.

#### **5. Progression**

We will ensure progression through the school by:

- establishing a clear topic map that defines the R.E. curriculum.
- having in place medium term planning for each R.E. topic studied throughout the two year cycle across the school.
- identifying particular areas of study that are more suitable for younger children.
- ensuring R.E. themes that occur in both Key Stages 1 and 2 are linked and developed.

The full schemes of work are available on our website at the following link:

[Hordle CE \(VA\) Primary School - Our Curriculum](#)

#### **6. SEND**

Teaching R.E. to children with special needs In our school we teach RE to all children, whatever their ability. The teaching of RE is a vital part of our school curriculum policy, which states that we provide a broad and balanced education for all our children. When teaching RE we ensure that we provide learning opportunities matched to the needs of children with learning difficulties. We take into account the targets set for individual children in their Individual Education Plans (IEPs).

#### **7. Assessment, Recording and Reporting**

We assess pupils against the Living Difference Age Related Expectations to provide a basis for making judgments about pupil's performance to assist teachers with their planning, assessments, recording and reporting to parents, as appropriate. Evidence of children and young people's progress will be captured in a number of ways, for example through speaking and listening, drama, dialogue and discussion, as well as through a variety of different written activities.

#### **8. Teaching Methods**

Where possible we will offer children rich, relevant and meaningful experiences in Religious Education by:

- using stories.
- providing children with first hand experience through handling artefacts.



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- visiting places of worship.
- having visitors into school to share their religious beliefs and customs.
- providing opportunities for role play and drama to empathise with and experience human problems.
- providing opportunities for Dance, Poetry, Music and Art to express and learn about religious beliefs and customs.
- researching and re-enacting festivals and celebrations through active learning.

## 9. Resources

We will use a wide variety of resources in our teaching of R.E. that will include:

- visitors from religious faiths
- artefacts
- buildings
- visual materials - posters, pictures/paintings
- books
- videos/ T.V.
- music
- the Internet

The school has strong links with the local church and explores links with churches abroad as appropriate. .

## 10. Role of the Manager

- To lead the teaching of R.E. within the school.
- To monitor the use of the policy and scheme of work
- To liaise with the Diocese as appropriate
- To ensure continuity and progression of the teaching and learning of R.E. across the key stages and the school.
- To make changes to the policy and scheme of work if necessary.
- To order and maintain resources and manage the R.E. budget.
- To make staff aware of changes/thinking in R.E.
- To provide, where necessary, staff training and development.
- To show by example good R.E. practice.
- To liaise with the vicar at All Saints, Hordle and other religious leaders in the local community.

## 11. Assessment

Children will be assessed against the learning objectives in the Units of Work.

## 12. Inclusion

All children are given every opportunity to achieve their best in R.E. regardless of gender, race, ability, age, religion or social class. We provide resources and learning opportunities that reflect diversity and are free from stereotyping and discrimination.

	DATE	Ethos	Equality	Practice	Guidance
This policy was reviewed and screened by the Governing Body	2023	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Next scheduled review:	2024	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>