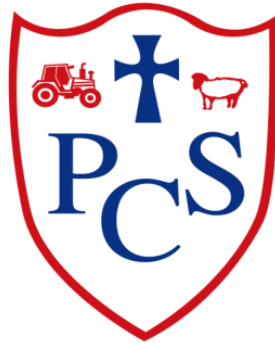


Preston Candover CE Primary School



Religious Education Policy

Reviewed by: RE Lead

Last Review Date: September 2025

Next review date: September 2026



Love



Hope



Justice

Inspire learning for life

Encourage each other and build each other up - 1 Thessalonians 5:11

Our School Vision

Recognising the unique light that shines in every individual, we strive to 'encourage one another and build each other up' (1 Thessalonians 5:11) to ensure that all can thrive. Through our core Christian values of Love, Hope and Justice, we inspire learning for life, empowering everyone to flourish and make a positive difference in the world.

Introduction

At Preston Candover CE Primary, it is our aim that every child is able to meet their potential, intellectually, morally, spiritually and physically in a caring Christian environment. We hope to develop learners who show mutual respect and make a positive contribution to society, inspiring them to become life-long learners. Our school vision and values of love, hope and justice permeate all areas of school life through learning, prayer, worship, action and Religious Education.

We believe that RE is a key part of realising our vision. RE provides pupils with the opportunity to learn and to reflect: to understand ourselves and others, to be challenged with the big questions of life, to become tolerant, to think critically, and to evaluate and to learn about other faiths through open, fair-minded enquiry. It helps children understand how worldviews shape the way people choose to live, believe and think. It is a very special subject at Preston Candover and therefore has a high status in our school.

This policy document follows guidance from the Hampshire County advisor for religious education and the Diocese education team, as well as the guidance provided by the locally agreed syllabus, *Living Difference IV*.

In addition, the planning and delivery of Christianity within RE lessons is complemented with resources from the Church of England's *Understanding Christianity* publication, allowing for children to understand the big story of the Christian Bible and to explore life's big questions, allowing pupils to consider the contribution the pupils can make to our world.

The Legal Requirements of Religious Education

We are a Church of England school. In line with the schools trust deeds, the terms of Union with the National Society state with regard to religious education that: *The Head teacher and the governing body will ensure that religious education is given at least five per cent of curriculum time and that such religious education is consistent with the faith and practice of the Church.* Religious Education at Preston Candover Church of England Primary School will provide children the opportunity to explore Christianity in accordance with the principles of the Church of England and acquire knowledge of the beliefs and practices of other Christian denominations, faiths and traditional beliefs.

In accordance with the Education Act 1996, School Standards and Framework Act 1998 and Education Act 2002, RE in our school will be taught to all children and young people except for those withdrawn at the wish of their parents. It is statutory.

We follow, under the advice provided by Winchester Diocese, the syllabus "Living Difference IV" which *reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions in Great Britain* (quoting from the syllabus and Education Act). With regard to the law, Religious Education *must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils*, whether that of a secular agenda or of a particular religion.

Our approach to the teaching of religious education is consistent with the United Nations Convention on the Rights of the Child, particularly Articles 12, 13, 14 and 30, and supports the work of rights respecting education (RRE).

Aims

- To enable pupils to understand the nature of Christian beliefs and practices and the beliefs and practices of other world faiths
- To teach tolerance and challenge prejudice towards people of different faiths and traditional beliefs through providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multilingual society
- To enable pupils to make a positive contribution to a diverse and rapidly changing world.
- To contribute to the SMSC development of our pupils
- To help pupils reflect upon their own experiences and beliefs
- To confront what are sometimes referred to as 'big questions' and to pose their own questions
- To encourage pupils to develop open minds to new and different concepts and to form their own opinions based on evidence and argument
- To maintain links with local churches with other religious communities

Indoctrination and conversion are not part of the educational process and therefore have no place in Religious Education. Religious education is an educational subject in its own right, taught within an educational framework.

Spiritual, Moral, Social and Cultural Development

We recognise the important contribution that the teaching of RE makes to the development of children's spiritual, moral, cultural and social education. We see it as integral in the delivery of citizenship.

Through their Spiritual development, the children gain personal insights from their experience of learning, enabling them to reflect on the significance of their learning, and to connect it profoundly, creatively and healthily to themselves, other people, society and the environment.

Through their Moral development the children value diversity and engage in issues of truth, justice and trust, exploring the influence on moral choices of family, friends and the media, and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.

Through their Social development the children consider how religious beliefs lead to particular actions and concerns; investigating social issues from religious perspectives and recognising diversity of viewpoint within and between religions.

Through their Cultural development the children promote understanding from a religious perspective through encounters with people, literature, the creative and expressive arts, and resources from differing cultures, considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices, promoting racial harmony and respect for all, combating prejudice and discrimination.

RE lessons at our school enable pupils to develop their understanding of the British Values: democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. The teaching of RE also contributes towards the Prevent agenda by providing a safe space where pupils can discuss their own ideas and learn to understand other people's beliefs.

Please see our policy on SMSC (available on the website) for more information.

Parental Right of Withdrawal from Religious Education Lessons

Preston Candover is a school where Christian Values underpin the whole curriculum. In order to preserve the distinctiveness of this church school community, we encourage everyone to be involved in Religious Education and Collective Worship. It is the hope of the staff and governors that, in choosing to send their child to a church school, parents will be happy to allow their child to participate.

Parents have the right to withdraw their children from parts of or all religious education as identified in the Education Reform Act. It is no longer the case that parents have to explain this decision to school. However, we would like to work with families to ensure a clear agreement is in place as to which parts of the RE curriculum a child is being withdrawn from.

Time for Religious Education

It is recommended that a minimum of 36 hours in Reception/KS1 and 45 hours in KS2 per school year should be devoted to religious education, and the programmes of study in *Living Difference IV* have been designed with these time recommendations in mind. In practical terms, this is 6 hours for Reception/KS1 and 7.5 hours for KS2 per half-term. RE in our school is taught weekly in every class. Pupils follow a two year programme of concepts at our school. Please see our curriculum planning for more information.

The Religious Education Curriculum

A long term plan is in place for Religious Education with a two year rolling programme as we have vertically grouped classes.

At Preston Candover CE Primary School, **Christian traditions** are studied proportionately more than any other single religious tradition, as required by The Living Difference IV syllabus. Alongside Christian traditions, pupils will also learn about other religions, as detailed below:

Foundation and Years 1 and 2 - **Judaism**

Years 3 and 4 - **Hindu traditions**

Year 5 and 6 – **Islam**

Other traditional beliefs, such as humanism for example, are referred to and discussed where appropriate to widen children's understanding of the concept being taught.

Progression within the RE Curriculum

Across the school and as included in the Living Difference IV syllabus, we have four 'Golden Thread' concepts that ensure continuity and progression across the key stages. These themes are interwoven into the planning across the school and enable our pupils to continually revisit, build upon and deepen their understanding of these key ideas, making connections.

They are: **community, belonging, special and love.**

In addition the 'Golden Threads', pupils begin their RE learning by initially exploring concepts that are common within and outside of religions (A concepts). As they move into Year 2 and beyond, pupils experience concepts that are common to many religions (B concepts) and then when in upper KS2, pupils will explore concepts that are unique to certain religions (C concepts).

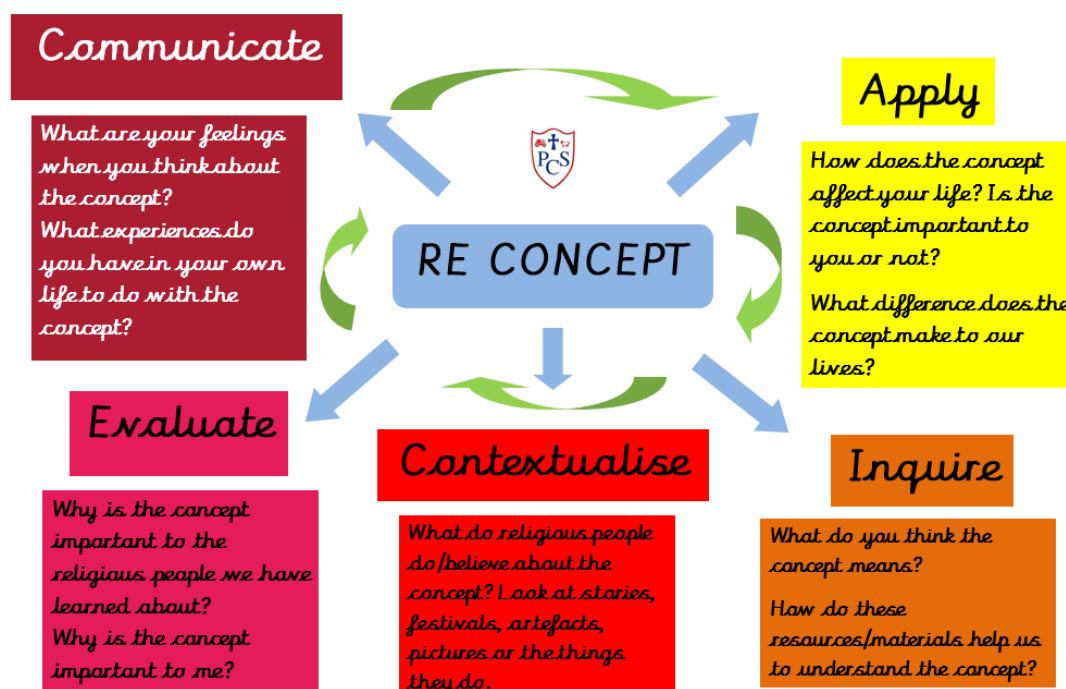
The Cycle of Enquiry

RE is a philosophical part of the curriculum and the Living Difference IV syllabus takes as its starting point an exploration of what it means to exist in and with the world. The enquiry process, therefore, begins with a particular attention to aspects of the children's own experience, before they look at and respond to ways in which human existence have been conceptualised and lived out by other people in particular situations with particular religious or world beliefs.

This approach to enquiry, through the cycle, has five key steps:

- at the Communicate and Apply steps children explore their own, and others' experience in relation to theirs and begin to look more at others' responses in different situations, but those still familiar to them.
- at the Inquire and Contextualise steps children look at ideas that may be new to them recognising that there are many different ways of looking at things
- at the Evaluate step they discern value for others and themselves in a way dependent on the context of the enquiry.

At our school, we have created a child friendly version of the cycle of enquiry that is used with the pupils as part of their learning in RE lessons:

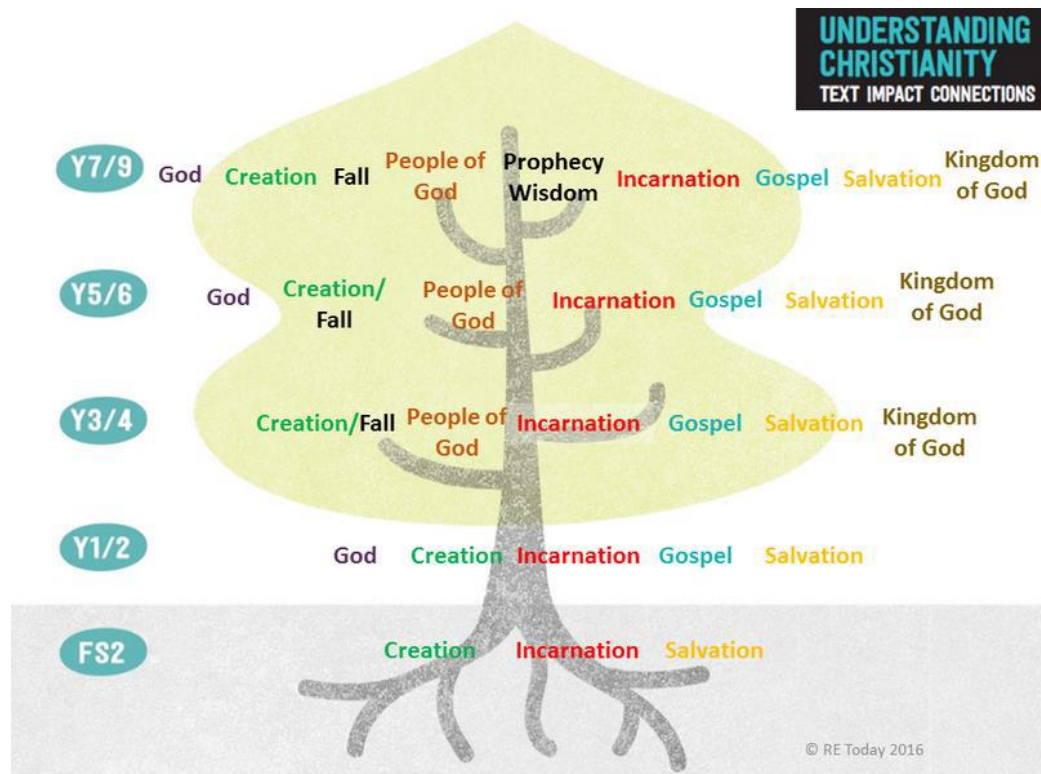


The cycle may be started at either the Communicate or Inquire stages.

Understanding Christianity

As a Church of England school, we also use the recommended 'Understanding Christianity' resource to deepen our children's understanding of Christianity within Religious Education. This allows pupils to explore the significant theological concepts within Christianity as part of their wider religious, theological and cultural literacy. It is our aim as a church school, that pupils leave our school with a coherent understanding of Christian belief and practice. The resource fully supports and dovetails in with Living Difference IV.

An outline of the Understanding Christianity programme of study is shown below:



A comprehensive selection of additional written resources and a range of artefacts are also used to enhance the teaching of RE. Our children innately respect artefacts and books that help explain, and aid worship for the faiths we explore.

Class Teacher Responsibilities:

- To teach RE for approximately 6 hours (Receptions/KS1) and 7.5 hours (KS2) each half-term
- To adapt the medium term planning to cater for the needs and abilities of the class
- To provide oral and/or written feedback on RE learning to pupils
- To record pupils progress each half-term on the agreed templates provided by the RE leader
- To liaise with the RE leader regarding the resourcing and teaching of RE

Subject Leader's Responsibilities:

- To provide Long Term Planning that meets the necessary legal and statutory requirements
- To monitor the RE teaching and learning across the school and identify key areas for further development on the subject action plan
- To audit, signpost teachers to and encourage the use of suitable resources to support the teaching of RE
- To facilitate and signpost teachers to any training as necessary
- To update and disseminate latest developments in RE to all staff

Assessment, recording and reporting arrangements

The Living Difference IV provides end of year expectations, which are used to assess each child's progress. These directly relate to the Cycle of Enquiry and show a child's ability to express creatively, recognise, simply describe, describe, recognise and describe, accurately describe, respond, explain and discern with regards to the concepts being taught. The Hampshire guidelines "Making Judgements in RE about Progress" are available to staff to support in making more formal judgements after units of work are completed.

Teachers track pupils' attainment in RE at the end of every half-term using internal assessment documents. This enables teachers to target and provide additional support for those pupils who require it in RE lessons. It also provides the RE leader an opportunity to consider any implications for further curriculum refinement or ways to support staff subject knowledge moving forwards.

Teachers will report to parents about a pupils' progress in RE in each child's annual report.

As part of the assessment process, teachers assess children's learning in RE by making informal judgments during lessons. This may be from the level of understanding they have demonstrated about the concept, the detail of answer provided when questioned, or the outcome of the work itself. We recognise that sometimes learning may take place as part of a group and may be based on discussion or practical tasks. Pupil outcomes are marked once completed in line with the school's marking policy.

Reference to other policies

This policy should be read in conjunction with the school's policies on: equal opportunities, special educational needs, SMSC, Teaching and Learning and Behaviour Policy. The Church of England's Statement of Entitlement, 'Religious Education in Church of England Schools' also gives further information on school's statutory duty. This can be found on the School's website in the curriculum area.

Monitoring

Standards in the quality of the delivered RE curriculum will be monitored by the RE Leader through monitoring of assessment, learning observations, pupil interviews and work sampling.

The Head Teacher will monitor RE in the school through sampling and reports from the RE Leader.

Governors will ensure that the RE policy is adopted and adhered to throughout the school. They will meet with the RE leader to discuss the implementation and progress within RE. They will also work alongside the RE leader to seek the views of pupils and monitor the provision of RE to ensure it aligns with this policy.