



Religious Education Policy

Date March 2025

Review Date March 2027

Signed on behalf of the Governing Body: Bob Bullivant (Chair of Governor)

Revision Record

Revision No.	Date issued	Prepared By	Approved By	Comments
2	March 2025	LL		

At Haylands Primary School we believe that RE has an important part to play in promoting the spiritual, moral, social, cultural and intellectual development of our pupils and in helping them to gain a greater understanding of themselves and a more sympathetic awareness to the needs of others. This enables children to be better equipped to cope with the responsibilities and experiences of life. We believe that education in RE should be a child centred, exciting journey. Children will learn to understand the world and their place in it, know that all members of the school community show respect and celebrate the differences for others and develop a cultural awareness. Children will have the opportunity to explore religions through a concept- based curriculum. Thinking skills will be developed through child-led philosophical discussions called ‘pondering time’.

Legal Requirements

Living Difference IV, as the agreed Syllabus for Hampshire, the Isle of Wight, Portsmouth and Southampton, is the legal document to be followed for the teaching of Religious Education in Hampshire, the Isle of Wight, Portsmouth and Southampton schools. This agreed syllabus is the basis on which the Standing Advisory Councils for Religious Education (SACREs) in Hampshire, the Isle of Wight, Portsmouth and Southampton and the Office for Standards in Education (Ofsted) determine the effectiveness of Religious Education.

Section 80 of the Education Act 2002 identifies the distinctive place of RE as part of the basic curriculum alongside the national curriculum. Religious Education is to have equal standing in relation to the core and foundation subjects within the school. It differs from the subjects of the national curriculum only that it is not subject to national prescription. It is a matter for the Agreed Syllabus Conferences to recommend locally prescribed procedures for the local authority (LA).

The Education Act 1996, School Standards and Framework Act 1998 and Education Act 2002 require that:

- Religious Education should be taught to all children and young people other than those in nursery classes and except for those withdrawn at the wish of their parents. Teachers’ rights are safeguarded, should they wish to withdraw from the teaching of Religious Education.
- An Agreed Syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of other principal religions in Great Britain.
- An Agreed Syllabus must **not** be designed to convert pupils, or to urge a particular religion or religious belief on pupils.
- An Agreed Syllabus Conference must be convened every five years to review the existing syllabus.

The aims of RE in the school

At Haylands Primary School we aim to help pupils to:

- Raise standards of attainment and improve the progress of children in RE
- Acquire and develop their knowledge and understanding of Christianity and the other principal religions represented in Great Britain: Judaism, Islam (Abrahamic traditions) Sikhism, Buddhism and Hinduism (Dharmic traditions), through a creative and rigorous approach to teaching and learning
- Develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.
- Develop the ability to have an open mind to new and different concepts and to form their own opinions based on evidence and arguments.
- Develop a positive attitude towards other people, respecting their right to hold beliefs that are different to their own
- Maintain close links with local churches and other religious communities
- Enhance their spiritual, moral, cultural and social development by:
 - Developing awareness of the fundamental questions of life raised by human experiences and how religious teachings relate to these
 - Responding to such questions with reference to the teaching and practices of religions and to their own understanding and experience
 - Reflecting on their own beliefs, values and experiences in light of their study

Teaching of RE

The teaching time requirements for Religious Education are:

- Key Stage 1 36 hours per year
- Key Stage 2 45 hours per year

Early Years Foundation Stage (Year R)

Children will engage with aspects of what it means to live in the Christian traditions, along with a depth study of aspects of what it means to live in a second tradition selected for study at KS1. If the depth study in addition to Christianity is selected from another Abrahamic tradition, an overview study should also be designed to include a Dharmic tradition. If there are children from other traditions in class, the teacher can also include these traditions in the curriculum.

Key Stage 1

Children are required to engage with and study aspects of what it means to live life in the Christian traditions, along with a depth study of a second tradition. If the depth study in addition to Christianity is selected from another Abrahamic tradition, an overview study should also be designed to include a Dharmic tradition. If there are children from other traditions in class, the teacher can also include these in an overview study at KS1 as well as the study of non-religious perspectives.

Key Stage 2

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 religious traditions; one across Year 3 and Year 4 and another across Year 5 and Year 6. If the depth studies in KS2 are all 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 the study of non-religious perspectives.

Equal Opportunities

The school believes that it is important for all children to have access to opportunities for spiritual development and for understanding of religion.

Special Educational Needs

RE is taught using strategies that are appropriate to the age, ability and experience of the pupils and is therefore accessible to all.

The teaching and learning of RE will be monitored by the RE leader through monitoring of assessment, lesson observations, pupil interviews and work sampling. Training will be provided for the RE leader and staff as necessary. RE will be a focus for review and development in accordance with the cycle of curriculum development.

Laura Lawrence

March 2025