



Knights Enham Schools

At Knights Enham Schools we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

RE Policy

Approved: February 2025

Review: February 2026

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Religious Education

Statutory Requirements

RE, though not part of the National Curriculum, is required to have equal standing in relation to the core and other foundation subjects within the school's curriculum. The teaching of RE at Knights Enham follows the Attainment Targets and Programmes of study as set out in *Living Difference* (revised 2021), the local agreed syllabus for Hampshire Schools. Parents have the right to withdraw their children from parts of or all RE lessons if they wish to. Religious education is given 5 percent of the curriculum time.

The Aim of RE

The school is committed to the encouragement of an open-minded approach through which pupils learn to respect and value the opinions and beliefs of others, as well as learning to express their own viewpoints on important issues. Therefore, their studies will acknowledge the fact that the religious traditions in Great Britain are mainly Christian, but also take into account the teaching and practices of other principal religions represented in the country.

Aims

- To encourage children to value and respect the beliefs of others.
- To foster an attitude of fair-minded and empathic enquiry toward the whole range of religious and non-religious convictions.
- To develop an awareness of the spiritual dimension of life.
- To raise awareness of experiences and concepts basic to all religions, in order to clarify and enlarge ideas, giving a more coherent view of particular religions.
- To enable pupils to express and develop their own beliefs and values.
- To develop a more reflective approach to life.

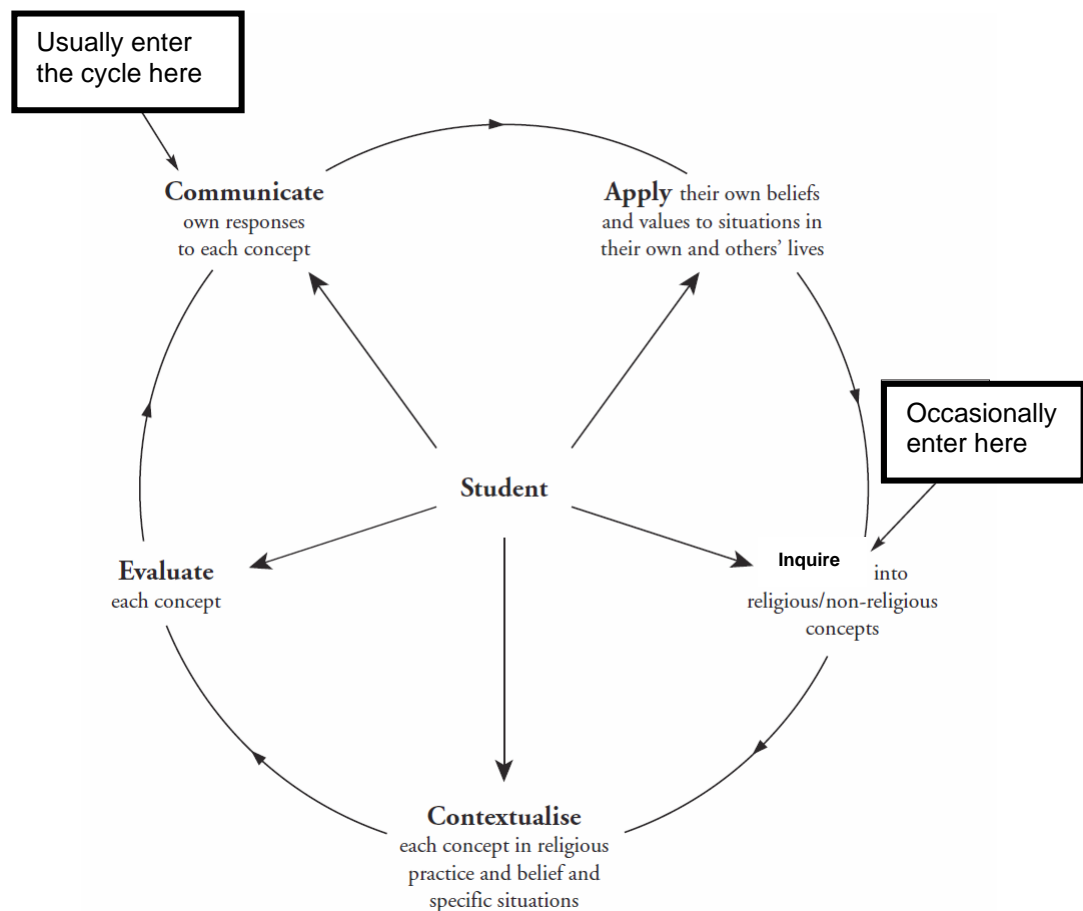
Programmes of Study

The Agreed Syllabus must be taught throughout the school. All year groups study Christianity and one other religion. Years 3 and 4 study Sikhism, and years 5 and 6 study Islam. The time allocation for the teaching of RE in the school is 7 ½ hours per half term. RE can be taught in blocked units of time. The long term plan for the units to be covered is attached at the end of this policy.

Approaches

RE is planned in accordance with the Agreed Syllabus "Living Difference IV revised 2021". This is a concept-based approach. The Agreed Syllabus emphasises the importance of five distinctive skills, which are used as a methodology for teaching

and learning. These skills are taught as a cycle. They must all be completed in the set order for children to make sense of the concept (can be referred to as 'The Big Idea') and its implication for themselves and others.



Strategies for the teaching of RE

The teaching of RE will be in accordance with the school's Teaching and Learning policies, linking cross-curricular where appropriate. The RE subject leader will provide planning that includes the 'Big Idea' (concept) and learning objectives. Any written RE will be recorded in the children's pale green books. All work will clearly indicate that it is RE.

Spiritual, Moral, Social and Cultural Development

RE has a particular contribution to make towards the spiritual, moral, social and cultural education of each child. We aim to develop the children's spiritual, moral, social and cultural education in order to enable to make personal informed choices of faith and lifestyle.

Examples of how we give opportunity for this through the teaching of RE:

- Respect for religious commitment and for those holding different beliefs.
- An awareness and understanding of their own and others beliefs.
- A set of values, principles and beliefs, which may or may not be religious, which inform their perspective on life and their patterns of behaviour.

Equal Opportunities

All pupils, regardless of religion, race, gender, ethnicity, age or ability, are given access to this area of the curriculum. Religious Education allows pupils to engage with a range of issues. Some children could potentially feel vulnerable especially if they are in a minority. Staff seek to provide a safe environment for fair-minded and sensitive enquiry.

Children with Special Educational Needs (including those who show particular ability in this area) have equal access to the RE curriculum. Class teachers are responsible for differentiating learning to allow all children to work at an appropriate level, thus enabling them to achieve to the best of their ability.

Withdrawal

By law parents have the right to withdraw their child from all or part of the RE curriculum. If withdrawal is requested, initially the head teacher and/or RE leader will meet with parents to discuss the reasons for withdrawal and clarify the nature and purpose of the curriculum. If a parent then wishes to continue with their request for withdrawal, they will be asked to provide confirmation of this request in writing – indicating specifically which areas of the RE curriculum it applies to.

Responsibilities for RE

It is the responsibility of the RE Leader to oversee and monitor the development of RE within the school. This includes:

- To foster high expectations of teaching and learning in RE for all children
- To take the lead in policy development
- To ensure that RE is managed and organised to meet the school's teaching and learning policies
- To ensure continuity and progression in RE throughout the school through development of the long and medium-term planning
- To support guide and motivate colleagues
- To monitor progress in RE, including the collection of samples of work, pupil conferencing and teaching and learning observations
- To set priorities and targets to further develop provision, with particular reference to the school strategic priorities
- To take responsibility for the purchase and organisation of resources
- To keep up-to-date with developments in RE and advise colleagues of these developments where appropriate

It is each teacher's responsibility to teach RE according to the planning within the identified time.

Assessment, Recording and Reporting

Assessment in RE should be manageable, informative, useful, simple, effective and reliable. Assessment is carried out in order to:

- Inform teachers of the effectiveness of the RE which is planned and delivered
- Inform further planning
- Provide the pupils with some idea about how well they are doing and how to improve
- Enable teachers to inform parents of their child's RE development

There are some aspects of RE that cannot be assessed such as the spiritual dimension of RE as this is elusive and pupils' responses and ideas are personal.

Assessment opportunities are stated on the medium-term planning. These can be identified within some of the learning activities that relate directly to the learning objectives.

Each year group will assess a different section of the cycle each half term. These are spread over the year so by the end of an academic year all five skills have been assessed. Work is assessed as 'working towards', 'ARE' or 'greater depth' against the end of year expectations, as outlined in 'Living Difference IV' (see pages 39 and 40 of the syllabus). It is a legal requirement to report annually to parents on RE and therefore this forms part of the end of year annual report.

Monitoring

The aims of monitoring in RE are to:

- Ensure that the learning outcomes detailed in planning are being met (including that appropriate differentiation has been put in place)
- Collect evidence of children's work in order to create a Samples of Work Portfolio, exemplifying standards
- Identify aspects of RE where development work is needed
- Consider what further resources, Continuous Professional Development (CPD) and In Service training (INSET) are required to deliver the RE curriculum effectively
- Consider the extent to which it contributes to the spiritual, moral, social and cultural development of pupils

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RE whole school long term plan

CONCEPT is in capitals, then topic below.

Golden Thread

Pack for planning

Unit is time of year specific

A/B/C concept

All year groups cover Christianity and 1 other religion.

Years 3 & 4 - **Sikhism**/ Years 5 & 6 - **Islam**

(infants do Judaism)

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Year 3	A SPECIAL Special Books RE042 Sikhism at KS1 SPECIAL	A SYMBOL OF LIGHT Advent (Christmas) RE004 Teaching Christmas at KS2	A TRANSFORMATION Transformation of religious leaders RE002 Change and transformation	A CHANGING EMOTIONS Easter Story (Easter) RE039 Teaching Easter at KS2	A IDENTITY contextualised in Baisakhi (Festival is in April) RE043 Sikhism at KS2 BELONGING	B SYMBOL Stones RE024 Stones as symbols
Year 4	B RITUAL Water - Sikhism (baby blessing) RE036 Water (Ritual)	A PROPHECY The Magi (Christmas) RE004 Teaching Christmas at KS2	B GOD God in Christianity RE008 God talk	A SUFFERING Easter Story (Easter) RE039 Teaching Easter at KS2 LOVE	B SERVICE The langar RE043 Sikhism at KS2 COMMUNITY	B MYTH Myths - Noah and the Flood RE019 Myth
Year 5	A BELONGING Contextualised in the shahada and salat RE040 Islam at KS2 BELONGING	B ANGELS What is the significance of Angels in the Christmas stories? (Christmas) RE001 Angels	A PEACE In the context of the Muslim faith RE040 Islam at KS2	C RESURRECTION The Empty cross (Easter) RE039 Teaching Easter at KS2	A SACRED Places of Worship Islam Planning - on moodle SPECIAL	B CREATION Christianity RE006 Creation for KS2
Year 6	C UMMA (COMMUNITY) Islam RE040 Islam at KS2 COMMUNITY	A INTERPRETATION The two birth Narratives (Christmas) RE004 Teaching Christmas at KS2	B PROPHETHOOD Islam RE016a Leadership and Prophethood	C SALVATION The Christian Story (Easter) RE003 The Christian Story	A LEADERSHIP Leadership qualities of Jesus RE016a Leadership and Prophethood	A LOVE (AGAPE) Christian beliefs about Love RE014 Jesus through art LOVE

Y3 - Autumn 1 - Using a KS1 Unit

Y6 - Summer 2 - Transition to KS3 unit