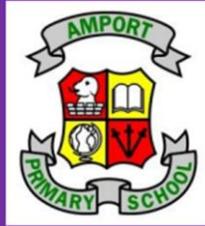


Amport Church of England Voluntary Aided Primary School



COURAGE COMPASION RESPECT

Updated October 2025

Religious Education Policy

Date policy produced: 16.10.2025

Policy produced by: Claire Croft R.E Lead

Ratified: Standards Committee December 2025

Signed: Anna Dixon-Green

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Rationale

Religious Education (RE) is unique in the school curriculum in that it is neither a core subject nor a foundation subject. The 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

As Amport CE Primary School is a Church of England Voluntary Aided School, provision of RE is in accordance with the Trust Deed of the School. As a Hampshire school, it is a legal requirement for the school to adopt the Locally Agreed Syllabus for Hampshire, Portsmouth and Southampton, 'Living Difference IV'. This document provides the basis on which the Standing Advisory Councils for Religious Education (SACREs) of Hampshire, Portsmouth and Southampton and, the Office for Standards in Education (OFSTED) will determine the effectiveness of the delivery of RE. At Amport, we supplement this document with material from 'Understanding Christianity'. We may also supplement this with resources and documents from the Diocese and elsewhere.

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.

Our programme of study supports an approach to education that values children and young people exploring their own lives in relation to religious and non-religious worldviews. It encourages thoughtful engagement with what it means to live with a religious orientation, as well as other ways of understanding life. It welcomes the rich diversity of beliefs and lifestyles found in our local, national, and global communities.

Aims

At Amport Church of England Primary School, Religious Education (RE) plays a central role in expressing and enriching our Christian ethos. Through RE, we aim to nurture a reflective, inclusive, and spiritually aware learning community where both pupils and staff are supported in exploring life's deeper questions and forming coherent patterns of values, beliefs, and principles.

Our Aims for RE are to:

- Foster a reflective approach to life, enabling pupils and staff to develop their own values, beliefs and guiding principles
- Contribute meaningfully to the spiritual, moral, social and cultural (SMSC) development of our learning community by:
 - Providing opportunities to explore and develop personal and shared values and beliefs
 - Acknowledging and negotiating difference to promote social harmony and humanitarian understanding
 - Encouraging confident engagement with diverse perspectives through informed, sincere and reasoned judgement
 - Supporting pupils in building a strong sense of identity and belonging, helping them flourish as responsible citizens in a diverse, global society

- Creating space for wonder, awe and mystery — inspiring spiritual growth and reflection

Further guidance on SMSC development through RE is available in *Living Difference IV*)

- Enable and enrich this process through the study of the Christian faith and aspects of other world religions and non-religious worldviews, promoting mutual respect and understanding
- Provide opportunities for pupils and staff to interpret and respond to a variety of religious concepts, beliefs and practices, as well as their own and others' life experiences
- Support the progressive development of pupils' capacity to interpret, evaluate and respond to differing values and beliefs, extending their thinking, analytical skills, and creative, imaginative and emotional development

Entitlement

Religious Education will be taught to all pupils except for those withdrawn at the wish of their parents. Parents who wish to withdraw their children should give written notice to the Governors via the Headteacher. The school will respect parental requests and will try to discuss the request to see if an accommodation can be reached and to ensure that the teaching and learning of RE remains inclusive and open to all members of the school community.

Teacher's rights are safeguarded should they wish to withdraw from the teaching of an aspect of religious education.

Curriculum Planning

At Amport Church of England Primary School, our Religious Education curriculum follows the principles outlined in *Living Difference IV*, which promotes a concept-led approach where concepts act as frameworks for interpreting human experience. Pupils are progressively introduced to three types of concepts: 'A' concepts, which are common to all religious and non-religious experiences (e.g. remembering, celebration); 'B' concepts, which are shared across many religions and support the study of religion (e.g. God, worship, symbolism); and 'C' concepts, which are specific to individual faiths (e.g. Trinity, redemption, Torah). In Key Stage 1, pupils engage with 'A' concepts; in lower Key Stage 2, they explore both 'A' and 'B' concepts; and in upper Key Stage 2, all three types are studied.

Our Religious Education curriculum is guided by the golden threads outlined in *Living Difference IV*: Community, Belonging, and Special. These threads run throughout all key stages and provide a consistent framework for interpreting human experience. They support pupils in making meaningful connections between their own lives and the lives of others, deepening their understanding of religious and non-religious worldviews. Through these threads, RE contributes to pupils' spiritual, moral, social and cultural development, encouraging reflection, dialogue and respect across our diverse learning community.

Planning is structured across long-term, medium-term and short-term stages, developed in consultation with the Diocesan Advisor. Due to our mixed year group structure, most planning follows a two-year rotation and is regularly reviewed. Christianity is taught across all year groups, with additional faith traditions introduced at appropriate stages: Jewish traditions in EYFS and KS1, Hindu traditions in Years 3 and 4, and Islamic traditions in Years 5 and 6. There are also opportunities weaved into our long term planning for children to learn about other religions, which are not focused upon in our curriculum, through our 'overview studies'.

A full curriculum overview is provided in Appendix 1.

RE in the Foundation Stage

RE in the Foundation Stage is covered through the teaching of discrete units of work derived from the Hampshire Agreed Syllabus and the Understanding Christianity resource aligned to aspects of the 'Personal, Social and Emotional Development', and 'Understanding of the World' strands of the seven areas of development. Where possible, links are 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 'Specialness'.

Approaches to teaching RE

Religious Education (RE) at Ampport Church of England Primary School is a vital part of our broad, balanced and coherent curriculum. It provides pupils with meaningful opportunities to explore beliefs, values and life's big questions in ways that are intellectually engaging, emotionally resonant, and spiritually reflective. High quality learning experiences are carefully planned and delivered to ensure that RE is inclusive, thought-provoking and relevant to pupils' lives.

A wide range of teaching methods are used to enrich RE lessons and support different learning styles. Creative approaches such as art, music and writing allow pupils to express their understanding in imaginative and personal ways. Discussion and debate are central to our practice, encouraging pupils to think critically, listen respectfully, and articulate their views with clarity and confidence.

We also use drama and storytelling to bring religious concepts and narratives to life, helping pupils to explore meaning and emotion in a safe and engaging context. Artefacts, pictures and sacred texts are used to deepen understanding and spark curiosity, while visits to places of worship and encounters with speakers and visitors provide authentic experiences that connect classroom learning to the wider world.

Periods of stillness and reflection are woven into RE lessons to support spiritual development and give pupils space to consider their own responses to what they have learned. These moments help foster a sense of awe, wonder and personal insight, contributing to the overall wellbeing and growth of each child.

Together, these approaches ensure that RE is dynamic, inclusive and rooted in our school's Christian ethos, while also promoting respect and understanding across diverse worldviews.

Assessment and Monitoring

Assessment is carried out by the class teacher and children's progress is reported to parents annually. The RE leader monitors achievement and attainment across the school where the expectation is that children will perform at least in line with expectations in English.

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. 4 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. There is an expectation to only formally assess children on a specific aspect of RE for every unit taught.

The RE leader contributes to the Church school self-evaluation process and involves staff, children, parents and governors. The implementation and monitoring of the Religious Education (RE) policy is the responsibility of the Governing Body.

The Headteacher and governing body ensure that:

- All pupils make progress in achieving the learning objectives of the RE curriculum
- The subject is well led and effectively managed so that standards and achievement in RE and the quality of provision are subject to regular and effective self-evaluation
- Those teaching RE are suitably qualified and trained in the subject and have regular and effective opportunities for CPD
- Teachers are aware of RE's contribution in developing pupils' understanding of religion and belief and its impact
- Teachers explore how new pedagogies and technology can be fully utilised to support RE learning objectives
- Information is provided for parents on the RE curriculum and the right to withdraw
- RE is resourced, staffed and timetabled so that the school can fulfil its legal obligations on RE and pupils can make good progress

Spiritual, Moral, Social and Cultural Development

Religious Education is a key opportunity for children to develop spiritually, morally, socially and culturally. In RE lessons, as well as in PHSE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses and appreciate that for some people, belief in a spiritual dimension is important. We help them to recognise the difference between right and wrong through the study of moral and ethical questions and enhance their social development by helping them to develop a sense of identity in a multicultural society. Religious Education supports the promotion of the basic British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs.

The teaching of Religious Education (RE) contributes to the Prevent agenda by creating a safe and respectful environment where pupils are encouraged to explore their own beliefs and values, while learning about and understanding the beliefs of others. This open dialogue helps build resilience against intolerance and extremism by promoting critical thinking, empathy, and mutual respect. Through RE, pupils develop the skills to engage thoughtfully with difference, challenge prejudice, and appreciate diversity, all of which are essential to safeguarding and fostering social harmony within our school and wider community.

Equal Opportunities

RE makes a fundamental contribution to pupils' well-being. Our RE is consistent with our school's mission statement and policy on equal opportunities. All children regardless of race, religion, gender or ability are entitled to the RE curriculum.

Special Educational Needs

Children with Special Educational Needs (including those who show particular ability in this area) have equal access to the RE curriculum. Differentiated activities are made explicit at the short term planning stage, allowing all children to work at an appropriate level, thus enabling them to achieve to the best of their ability.

Time Allocation

Time allocation given to Religious Education will reflect the special status it has in a Church school. EYFS and KS1 will spend a minimum of 36 hours a year engaging in religious education lessons and KS2 will spend a minimum of 45 hours. The teaching of RE is timetabled weekly.

This policy was reviewed and adopted Autumn term 2025

This policy is due for review Autumn term 2028