

Upham CE (A) Primary School

Policy for Religious Education (RE)



Approved by Governors – 18 June 2026

Review date – by 3 Years by end June 2029

Policy Statement

Our Christian Distinctiveness

"We learn about what Jesus did and it helps us to want to be like him"
Child in Year 4.

The Importance of Religious Education (RE) to our Pupils

Young people today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious worldviews. As they grow and develop, our pupils will meet, live and work with others who hold different worldviews.

"RE helps you understand and know what other people in the world do"
Child in Year 3.

Our teachings will prepare pupils for the religious and belief diversity they will encounter, ensuring that there is a strong focus on Christianity.

Tolerance is a particularly important Christian and British Value. The school promotes and encourages age-appropriate discussion and debate with the aim of developing these qualities.

"Understanding a bit about others helps everyone understand and get along better"
Child in Year 3.

Whilst all individual opinions and beliefs are respected, the school will always seek to promote the need to love and respect others who hold different views and beliefs.

Objectives (for all children including SEN, disadvantaged)

- Engage meaningfully and critically with learning which helps them to make sense of the multi-religious and multi-secular world in which they live.
- Know about and understand Christianity as a diverse global living faith through the exploration of beliefs and practices, using approaches which engage with biblical text and key sources of authority.
- Gain knowledge and understanding of a range of religious and non-religious worldviews, appreciating the complexity, diversity, continuity and change that exists within those worldviews being studied.
- Grapple with questions of meaning and purpose raised by human existence and experience.
- Understand the concept of religion and recognise its continuing influence on Britain's cultural heritage and in the lives of individuals, communities and societies in different times, cultures and places.
- Develop disciplinary knowledge which equips pupils to be religiously literate.
- Explore their personal worldviews; their own religious or non-religious, spiritual and philosophical ways of living, believing and thinking.

Teaching and Learning of RE

As part of the enquiry process, children will learn through the five stages of 'Communicate', 'Apply', 'Inquire', 'Contextualise' and 'Evaluate'. These are not equal in time, sometimes a

stage might be a short portion of a session where others will stretch over many. Most enquiries start with communicate, to reflect on their own understanding though some units, particularly where the concept is quite specific to a religion, may start with 'Inquire' so the new learning can be introduced.

. This material is used to develop the particular concept learning. Within Living difference, there are four 'golden thread' concepts: special, love, community & belonging which run spirally, through the curriculum and feature at some point within KS1, Lower KS2 and Upper KS2.

The curriculum of RE offers the opportunity for pupils to obtain substantive knowledge about religious traditions: understanding how religion is expressed, explore artefacts of religion and concepts - such as Prayer. This enables the pupils to build a detailed context to understand inter-faith patterns and relationships. The curriculum builds on the pupils' skills of 'Ways of Knowing' or 'how to know' learning about interpretation and religious experiences. This leads to individual personal knowledge of themselves, their beliefs, ideas and attitudes.

The main religious world view studied in RE is about Christianity (around 2/3 of curriculum time). The Understanding Christianity resource uses the aspects of God, Gospel, Incarnation, Fall, Kingdom of God, Salvation, People of God and Creation to break the overall narrative of Christianity into key areas for learning. Learning from each unit is mapped against these areas in order to demonstrate progression.

The children will also be taught wider world religions with focus on Judaism in EYs and at Key Stage One. Dharmic traditions will be explored through investigation about Hinduism in Lower KS2. Islam is taught through upper KS2 so these older children can make stronger links between the Abrahamic religions (ie Christianity, Judaism and Islam) and also some of the more negative, societal stereotypes around Islam can be directly challenged. As the majority of units are either Christian or another Abrahamic religion, learning from other religions, especially from Dharmic traditions (e.g. Sikhism, Buddhism, Hinduism), will also supplement some units from EYFS to KS2. This will also include non-religious views.

A variety of teaching methods will be used:

- Careful examination of the Christian beliefs about God, heaven, prayer, sharing responsibility etc as portrayed in the Bible.
- Reflection on the life of Jesus and those festivals celebrated in the Christian tradition.
- Visits to places of Worship
- Listening to religious stories
- Explaining religious artefacts
- Visits by members of the faith community and people giving a personal view on what their faith means to them
- Making and tasting food
- Reflection on religious signs and symbols and the use of silence
- Role play of religious stories, events and practice
- Art, craft, music, poetry, dance etc – exploring wider cultural capital
- Using ICT to facilitate the study of Religious Education and for the presentation of work in Religious Education.

Time Allocation

The time allocation for the teaching of Religious Education is approximately 36 hours per year at Key Stage One and 45 hours per year at Key Stage 2. Though mostly delivered as a weekly taught subject, at times it might be taught in blocked time, to enable deep enquiry to take place.

Pupils with Special Educational Needs, Disabilities, Gifted and Talented

At our school, we teach religious education to all children, whatever their ability and individual needs. Religious education forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our religious education teaching we provide learning opportunities that enable all pupils to make good progress. It is expected that teachers modify the provision and take all reasonable steps to meet the needs of those pupils with special educational needs, those with disabilities, those with ability and talents, and those pupils learning English as an additional language.

The Religious Education Curriculum Leader

The RE Subject leader is the headteacher so this gives the subject high status. Other members of SLT lead English, Maths and Science so RE is held at an SLT level as a core subject. Where new teachers join, the RE leader will train them in how to use the Understanding Christianity resource and our pedagogy for RE.

The RE Leader will:

- Take a lead in policy development
- Ensure progression and continuity in RE throughout the school, through the development of the long-term curriculum intent and progression map
- Support colleagues in the implementation of the medium-term plans
- Monitor progress in RE.
- Lead and/ or source staff CPD training in order to develop teaching and learning of RE
- Take responsibility for the purchase and organisation of resources for RE.
- Keep up to date with developments in RE and disseminate information to colleagues as appropriate
- Ensure sufficient dedicated curriculum time is committed to the delivery of RE (close to 10% but no less than 5%)

Resources

Practical RE resources to support classroom learning are located in the staff room and artefacts, books, posters are stored in the resources cupboard in the hall. Further resources can be accessed through Portsmouth Diocese and also the Local Authority RE centre. Staff have access to training to enhance their skills.

Assessment, Recording and Reporting

- Key learning to be assessed against is identified within the Curriculum intent and progression document. Summary assessments are identified and in particular children not achieving are recorded with consideration made to next stage learning for them and potentially the cohort.
- Summative assessments are communicated to parents within annual end-of-year reports.

Spirituality within RE

To develop spirituality, children are encouraged to think and explore through the metaphors of the mirror; to reflect and think about yourself, the door; to step through and think about

someone else's views, thoughts and feelings, the window; to look outward at the world, at God's creation, people and places and the wonder and beauty and the candle; to represent the mystery of existence, the deep hard-to-answer questions about what it is to be, feel and exist. This spirituality is fostered alongside learning in RE as in other subjects and these image metaphors will appear in planning and teaching to highlight when these spiritual moments are planned for.

Monitoring

The RE Leader will monitor RE across the school regularly together with individuals/ groups of governors. This will involve collecting samples of work (including photographs) and talking to children.

- To ensure that learning identified within the Curriculum intent and progression map has been delivered and learning is met
- To ensure standards are high enough
- To ensure appropriate coverage of the whole school curriculum
- Aspects for development are identified and shared with staff

The outcomes of monitoring are reported to, analysed and discussed at Governors meetings.