



Shipton Bellinger Primary School

Religious Education (RE) and Worldviews Policy

Summer 2025

Rationale

The purpose of RE is to support the development of children's own values, to contribute to the promotion of British values and to children's spiritual, moral, social and cultural development. This entails enabling children to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others' cultural and life experiences. This takes the form of encountering religious stories, festivals, artefacts, places of worship, rituals and beliefs.

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 through providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multilingual society;
- To help pupils reflect upon their own needs, experiences and questions and to confront what are sometimes referred to as 'ultimate 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 close links with local churches and other religious communities;
- To learn from religions in addition to gaining knowledge and understanding about religions.
- To build a knowledge of the complexity and diversity of global religion and non-religion in an age appropriate way

Principles for teaching and learning in RE

RE at Shipton Bellinger School is taught in accordance with the legal requirements of the Agreed Syllabus for Hampshire/Southampton/Portsmouth/Isle of Wight, Living Difference IV. We follow the recommended time allocation of 36 hours per year for RE in the Foundation Stage

and Key Stage 1, and 45 hours per year in KS2, with links made with other areas of the curriculum where appropriate.

Legal Requirement

It is a statutory requirement that schools teach religious education as prescribed by the locally agreed syllabus.

At Shipton Bellinger School, Religious Education is taught in line with the county agreed syllabus "Living Difference IV". Religious education at Shipton Bellinger 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 and faiths, and of other religious and non-religious groups

Right to withdraw

Parents have the right to withdraw their children from parts of, or all, RE lessons. Pupils who are withdrawn are supervised and provided with alternative activities.

RE in the Foundation Stage

There is a legal obligation to deliver RE to Reception class children within the

Foundation Stage according to the Agreed Syllabus. Where possible, links need to be 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 celebration, specialness and community.

Strategies for the teaching of RE

- We use a number of strategies to cover all styles of learning. These being:
- links are made with the creative arts and RE such as drama, art, music, literacy and ICT
- through a mix of whole-class/group/individual approaches
- mixed-ability groups with tasks appropriate for children's ages and abilities.

Wherever possible we use first-hand experience as a stimulus for learning. We encourage children to question the stories, the practices and beliefs they encounter and form opinions about them.

When planning and delivering the RE curriculum, reference is made to ensure that the health and safety, equal opportunity, and special needs policies are met.

The school has close links with the local church, and visits and visitors also contribute to the RE curriculum.

Strategies for progression and continuity

Long and medium-term planning are provided by the RE subject leader in consultation with all staff.

Staff are responsible for their own short-term planning to suit their own class' needs.

Assessment procedures for RE are in line with the assessment and age-related expectations contained in Living Difference IV, in the appendices. Assessments are made to monitor attainment and progress in RE and inform future planning.

Strategies for recording and reporting

Attainment in RE is recorded by individual class teachers and reported to the RE subject leader. Children's progress in RE is reported to parents annually.

Assessment, recording and reporting arrangements

We assess children's work in RE by feedback to improve learning as we observe them during lessons and class discussion. Learning will be recorded in whole class floorbooks. Teachers comment on progress in RE in each child's annual report. We recognise that sometimes learning may take place as part of a group and may be based on discussion or practical tasks. Work is marked once completed in line with the School's marking policy. The Hampshire Guidelines "Making Judgements in RE about Progress" are available to staff to support in making judgements that are more formal after units of work are completed.

Strategies for use of resources

A wide range of resources is available to enrich the RE curriculum, including posters, videos, artefacts, books and websites. Resources are audited, evaluated and ordered by the RE subject leader according to the allocated budget. Resources can be accessed by all staff in the following ways:

- artefacts boxes allocated to each unit of work for RE are stored in the resources cupboard
- the library contains fiction and non-fiction books relevant to RE
- borrowing from the RE Centre in Winchester.