

RELIGIOUS EDUCATION POLICY

This Policy should also be read in conjunction with any relevant Hamwic Education Trust documentation / policies. Please ask if you need further information.

Religious Education

The Department for Children, Schools and Families guidance, *Religious Education in English Schools: Non-statutory Guidance 2010*, states that:

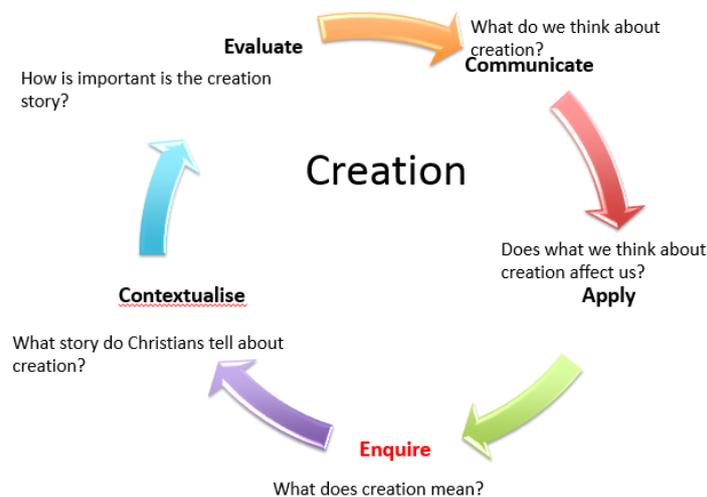
"Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents in accordance with Schedule 19 to the Schools Standards and Framework Act 1998."

Our Religious Education curriculum is based on the Living Difference 3 Agreed Syllabus for Hampshire, Portsmouth, Southampton and the Isle of Wight. This syllabus builds on the approach to religious education, enriched by philosophical and theological enquiry, as well as current research. At Hollybrook Infant School we use this syllabus as it confirms our commitment to an education that allows children to recognise the importance of exploring their own lives in relation to what it can mean to live with a religious outlook on life and other ways of life, including those informed by a non-religious perspective.

As a school we predominantly focus on the Christian and Hindu religions, and for each half term a different concept is introduced. For example, 'Specialness', 'Symbols' or 'Creation Stories'. These concepts are taken from the Living Difference 3 Agreed Syllabus. Following our school vision we ensure that our Religious Education curriculum is creative, broad and challenging for each individual. The children produce fantastic outcomes as we are providing rich experiences for pupils that enrich the skills developed in other areas of the curriculum. The Religious Education subject leader and class teachers regularly monitor the children's outcomes and assess their work in relation to our new assessment guidelines. Therefore, children are given the opportunity to work to a greater depth standard in Religious Education.

We follow a cycle of enquiry for each concept that is taught. We generally begin with 'Communicate', giving the children the opportunity to talk about their understanding of the concept. This is followed by 'Apply' whereby children can relate their understanding to their own or other's beliefs. 'Enquire' is gaining an understanding of what the concept means to the children and others. 'Contextualise' is allowing the children to put the given concept into perspective by discussing different religions and what the concept means to them. Lastly, 'Evaluate' allows the children to discuss the importance of the concept to themselves and others.

Below is an example of the cycle of enquiry for the concept 'Creation' in Year Two.



Special Needs, Disabilities, and Equal Opportunities

All pupils will have equal opportunities to access Collective Worship and Religious Education, regardless of their race, gender, cultural background, ability, or of any physical or sensory disability. Children are supported as necessary to access Collective Worship opportunities.

Approved by Governors: April 2017

Review Date: April 2019