

Religious Education (RE) Policy

Kings Furlong Junior School



Definition

The purpose of RE is to support the development of children's values and contribute to their 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, religious people, rituals and beliefs.

At Kings Furlong Junior School, Religious Education complements our core values of belong, believe, aspire and achieve:

- **Belong:** Through learning about diverse religions and worldviews, children develop a sense of belonging within a respectful and inclusive community. They learn to appreciate similarities and differences, growing empathy and understanding.
- **Believe:** RE encourages children to explore beliefs, both their own and those of others, helping them form personal convictions while respecting different perspectives. This nurtures confidence in expressing values and opinions.
- **Aspire:** By engaging with profound questions about life, meaning, and purpose, children are inspired to think deeply and aspire to live thoughtfully and responsibly in a diverse world.
- **Achieve:** RE promotes critical thinking, creativity, and reflection, enabling children to achieve academically and personally. It equips them with skills to interpret concepts and apply learning to real-life experiences.

Aims

- To provide a wide range of encounters with religion which will help them form a view of the world that they can apply to their own experiences.
- To encounter and develop children's interest and opinion about the concepts that are common to themselves and/or religions, and recognise and express their own values and beliefs.
- To enable children to consider the effect religion has on people's lives.
- To capture children's interest, enjoyment and imagination in creative ways.
- To identify concepts specific to different religious traditions.
- To encourage tolerance and respect of others.

Principles for teaching and learning in RE

RE at Kings Furlong Junior School is taught in accordance with the legal requirements of the Agreed Syllabus for Hampshire, Living Difference. This has been developed by HCC in accordance with the 1988 Education Reform Act and the later 1996 Act. The school has revised and developed its own schemes of work and guidelines based on Living Difference which ensures progression and continuity across Key Stage 2. Concepts within Christianity and Hinduism are taught in lower school and Christianity and Islam are taught in upper school. Upper school also study units on humanism.

Strategies for the teaching of RE

RE is usually taught as a separate topic although wherever possible links are made with the main theme of the term. Seasonal festivals are studied at the appropriate time, with each year group examining different aspects when repeats occur, e.g. Christmas or Easter.

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

We use a number of strategies to cover all learning styles. These being:

- through a mix of whole class/ group/ individual approaches.
- Differentiated tasks so the objectives are accessible for all children.
- links with creative arts such as drama, art and music wherever possible.
- visits to places of worship or by leaders of faith communities.
- visitors speak to our pupils.
- reflection on symbols, artefacts and sounds.
- using P4C techniques to aid discussions.

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

The school has close links with the local churches e.g. St. Michaels, All Saints and the Salvation Army Citadel.

Strategies for Progression and Continuity.

Long and medium term planning is provided by the RE leader in consultation with all staff. Staff are responsible for their own short term planning.

The RE leader will monitor books, discuss practice with staff and pupil conference to measure progress and continuity across the school and will advise on development opportunities.

Assessment, Reporting and Monitoring

At the end of a unit, the teachers are able to use the learning objectives in the planning to assess what the children have learned. This assessment will take into consideration, work in books, alongside participation in discussion based activities in the classroom.

The RE leader will monitor books for consistency across year groups and to collect evidence to exemplify standards. RE leader may also conference children to find out what they enjoy/ do not enjoy about RE to inform future planning.

Governors monitor the implementation of this policy.

Resources

There are boxes containing RE resources on the shelves in the staffroom corridor. There are a variety of posters, DVDs and support materials in the leaders' own classroom cupboard. There is also a selection of RE books in our school library. The HCC RE centre has resources to rent. Appropriate websites are listed in the medium term planning.

Parental Rights

In accordance with the 1988 Education Reform act, parents have a legal right to withdraw their children from RE teaching and acts of worship. Parents considering withdrawing their children are asked to speak with the Head teacher regarding their objections and the possible implications.

Teachers Right of Withdrawal

In accordance with DFE circular 1/94, the legal right of teachers to withdraw from the teaching of RE is recognised. Any teacher wishing to withdraw must confirm this in writing to the Head Teacher and Governors.

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