



# Hunnyhill Primary School

Date of Review	27 <sup>th</sup> February 2018
Next Review Due	February 2020
Staff Responsibility	RE Lead
Responsibility FGB/Committee	FGB
Signed by Chair of Governors	

## Religious Education Policy

### Definition

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 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 encourage and develop children's interest and opinions about simple concepts that is common to themselves and religions; and to recognise and express their own values and beliefs.

### Principles for teaching and learning in RE

RE at Hunnyhill Primary School is taught in accordance with the legal requirements of the agreed syllabus for Hampshire/ Southampton/ Portsmouth/Isle of Wight, We follow Hampshire's recommended model of a whole day of RE every half term and follow the Living Differences model of delivering RE.

### 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:

- Cross-curricular activities which are either blocked or fully integrated into a topic web.
- Links with creative arts and RE such as drama, art, music, literacy and ITC
- A mix of whole-class/group/individual approaches
- Mixed ability groups with tasks appropriate for children's ages and abilities.
- Whenever possible we use first-hand experiences 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, safety, equal opportunity and special needs policies are met.
- The school has local links with other local places of worship and outside visitors also contribute to the RE curriculum.

### **Strategies for progression and continuity**

Long and medium-term planning are provided by the RE co-ordinator 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 age related expectations of the syllabus. 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 lead. Children's progress in RE is reported to parents annually.

### **Strategies for use of resources**

A wide range of resources is available to enrich the RE curriculum, including posters, DVDs, artefacts, books and websites. Resources are audited, evaluated and ordered by the RE lead according to budget.

**Also see [Spiritual, Moral, Social and Cultural Policy](#), and [Collective Worship Policy](#)**