



POLICY DOCUMENT FOR RELIGIOUS EDUCATION 2024-2025

Rationale

Grange Infant School follows the agreed syllabus for Religious Education in Hampshire, as laid down in the "Living Difference" document, published in July 2004 and updated in 2022.

Aims and Objectives

The **aim** of Religious Education in school is to contribute to the spiritual, moral, cultural and social development of the children.

Our **objectives** are: -

- to foster an awareness of the spiritual dimension of life and of the sense of mystery underlying it.
- to offer children the space and opportunity to explore and discuss the meaning, purpose and value of their own life experiences.
- to help the children to develop a reflective, questioning approach to the world around them.
- to give children the opportunity to respond to fundamental questions about the reasons for being; and to understand the variety of ways in which human beings express spiritual meaning.
- to demonstrate to the children the value of stillness, so that they may become aware of their own "inner space".
- to extend their knowledge and understanding of the beliefs, practices, symbols and festivals of Christianity, as a reflection of the fact that the religious traditions in Great Britain are in the main Christian.
- to explore other living faiths, and their associated cultures, with empathy, openness and understanding.
- to promote British values such as mutual respect and tolerance of different faiths & beliefs.

Content

The content of the syllabus will be imparted through the development of 3 main concepts as suggested in the Hampshire document for Key Stage 1 Religious Education.

A -concepts that are common to religious and non-religious experience.

E.g., remembering, specialness, celebration, rights, duty, justice.

B -concepts that are common to many religions and that are used in the study of religions.

E.g., god, worship, symbolism, the sacred, discipleship, stewardship, martyrdom.

C -concepts that are particular to specific religions.

E.g., dukka, trinity, tawheed, redemption, khalsa, moksha, torah.

Breadth of Study.

The emphasis in the breadth of study is on enquiry into the three main concepts in order to develop pupils' knowledge and understanding of religion and human experience.

At Key Stage 1 pupils are required to study Christianity and one other religion.

The **programme of study** will develop the following 5 types of skills –

1. Develop skills of enquiry.
2. Develop skills of contextualisation.
3. Develop skills of evaluation.
4. Develop skills related to communicating and justifying one's own statement of beliefs and values.
5. Develop skills of application.

Methods of Approach

The implementation of the programme of study will allow for a variety of teaching approaches, including:

- active learning
- role playing
- the creative arts
- the use of stories
- visits and visitors
- the use of artefacts
- cross-curricular themes
- class discussion
- small group work

We believe that the children will benefit from the broad spectrum of learning experience offered by the Hampshire document and, by following its guidelines, will be helped to develop their own personal beliefs and values.

Revised September 2024
by Georgia Fulcher

The Act of Collective Worship

The children are required to attend an act of collective worship, as part of our daily assembly. This fulfils the legal requirements of the state by being wholly or mainly of a broadly Christian character, without being distinctive of any particular Christian denomination.

We would like to make it clear to parents and governors that the daily act of collective worship is separate from and not a part of the Religious Education curriculum.

Right of Withdrawal

Parents may exercise their right to withdraw their children either from the daily act of worship or from Religious Education lessons, in whole or in part, should they wish to do so.

Teachers also have the right of withdrawal, should they wish to exercise it.

POLICY NAME: R.E.

OWNED BY: CURRICULUM COMMITTEE

Reviewed on: 26/09/2024

To be reviewed again in September 2025