Religious Education Policy
John Keble C of E Primary School
Date of Issue: October 2026
Review date: October 2028

Rooted in Faith, Growing in Community, Thriving in Learning

Statutory Requirements

RE, though not part of the National Curriculum, is required to have equal standing in relation to the core and other foundation subjects within the school's curriculum. The teaching of RE at John Keble follows the Attainment Targets and Programmes of study as set out in Living Difference IV (revised 2021), the local agreed syllabus for Hampshire Schools, following guidance in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. For the teaching of Christianity, we use the resource Understanding Christianity. Parents have the right to withdraw their children from parts of or all RE lessons if they wish to. In accordance with our Terms of Union with the Church of England, religious education is given at least 5 percent of the curriculum time and is consistent with the faith and practice of the church.

The Aim of RE

RE enables pupils to gain knowledge and understanding of Christianity and a range of religious and non-religious worldviews, appreciating diversity, continuity and change within these traditions and perspectives.

RE develops pupils' religious literacy, enabling them to engage critically and thoughtfully with Christianity and a range of religious and non-religious worldviews.

The school is committed to the encouragement of an open-minded approach through which pupils learn to respect and value the opinions and beliefs of others, as well as learning to express their own viewpoints on important issues. Therefore, their learning will acknowledge the fact that the religious traditions in Great Britain are mainly Christian but also consider the teaching and practices of other principal religions represented in the country.

For Christianity we use the resource Understanding Christianity which aims to see pupils leave school with a coherent understanding of Christian belief and practice. Pupils explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.

For Hinduism, Judaism, Islam and Humanism, we follow Hampshire's Living Difference IV (2021) curriculum. Through the study of religious and non-religious worldviews, pupils develop their understanding of the diversity of beliefs and ways of living found within our local, national and global communities.

As a Church of England school, RE plays a central role in enabling pupils to flourish, equipping them with the knowledge and understanding to engage respectfully and thoughtfully with Christianity, other faiths and worldviews, and the diverse society in which they live.

Aims

- To develop pupils' religious literacy.
- To understand Christianity as a diverse global living faith.
- To understand a range of religious and non-religious worldviews.
- To encourage respect for the beliefs, values and practices of others.
- To explore questions of meaning, purpose and identity.
- To enable pupils to reflect on and develop their own worldview.
- To foster fair-minded and empathetic enquiry.
- To develop awareness of the spiritual dimension of life.
- To further develop the Christian vision and ethos of the school.

Approach to RE

Religious Education is often taught as a separate subject but is taught alongside and in conjunction with other areas of learning when this is beneficial to pupil's knowledge and understanding. The Living Difference syllabus is based upon the understanding and responding to key concepts within major religious traditions and non-religious beliefs. Three types of concepts will be explored across KS2, following the model process of learning stated in the syllabus. Type A concepts are those that are common to all people such as celebrations. Type B concepts are those common to most religions such as worship and Type C concepts are those specific to a religion such as the Christian idea of the Trinity.

There are Forty-Two RE topics covered at John Keble Church of England School, taught as six half-termly units in each year group. At least three of the six units for each year group focus on Christianity. At John Keble we explore concepts within religious education with our Pause Days and MOOT (Managing Our Own Time) afternoons. In years 1 and 2 children study Christianity and the Hindu Faith, in years 3 and 4 children study Christianity and Judaism and in years 5 and 6 they study Christianity, Islam and Humanism.

See Appendix 1 for school overview of topics.

Time Allocation

The time allocation for the teaching of RE in John Keble School is 45 hours per year, as recommended for Key Stage Two in Living Difference (Revised 2021). RE is taught in blocked units of time either through the majority of the unit being taught through RE days or in a blocked series of afternoons in the same week.

Strategies for the teaching of RE

The teaching of RE will be in accordance with the school's Teaching and Learning policies. The RE planning documents for Living Difference:

• State the unit, key concept and its key questions

• Identify key concepts, skills and attitudes covered

• State the intended learning objectives/learning outcomes (the learning journey)

• Indicate the Programmes of Study covered

• Focus the enquiry and skills model process of learning stated in the Agreed Syllabus

• Links are identified with thinking skills, ICT, creative arts such as drama, art, music and literacy (especially writing opportunities)

• Indicate any assessment opportunities

• List resources required

• Planning is to be used in blocks of time.

The resource 'Living Difference' approaches learning to achieve the outcomes, by making sense of the text, through looking at the impact on the world of the Christian and then helping to make connections with the world of the pupil.

Equal Opportunities

All pupils, regardless of religion, race, gender, ethnicity, age or ability, are given access to this area of the curriculum. As a Church of England school, RE is an entitlement for all pupils and forms a central part of the curriculum. Parents retain the legal right to withdraw their child from all or part of RE.

Religious Education allows pupils to engage with a range of issues. Some children could potentially feel vulnerable especially if they are in a minority. Staff seek to provide a safe environment for fair-minded and sensitive enquiry.

Children with Special Educational Needs (including those who show particular ability in this area) have equal access to the RE curriculum. Differentiated activities are made explicit at the short-term planning stage, allowing all children to work at an appropriate level, thus enabling them to achieve to the best of their ability.

Responsibilities for RE

It is the responsibility of the RE Leader to oversee and monitor the development of RE within the school. This includes:

• To foster high expectations of teaching and learning in RE for all children

• To take the lead in policy development

• To ensure that RE is managed and organised to meet the school's teaching and learning policies

• To ensure continuity and progression in RE throughout the school through development of the long and medium-term planning

• To support guide and motivate colleagues

• To monitor progress in RE, including the collection of samples of work, pupil conferencing and teaching and learning observations

• To set priorities and targets to further develop provision, with reference to the school strategic priorities

• To take responsibility for the purchase and organisation of resources

• To keep up to date with developments in RE and advise colleagues of these developments where appropriate

• To ensure opportunities to reflect on our school values: love, friendship, trust, thankfulness and responsibility are taken.

It is each teacher's responsibility to teach RE according to the planning within the identified time. Short term planning will be produced by the year group teaching that unit of work.

Assessment, Recording and Reporting

Assessment in RE should be manageable, informative, useful, simple, effective and reliable. Assessment is carried out in order to:

• Inform teachers of the effectiveness of the RE which is planned and delivered

• Inform further planning

• Provide the pupils with some idea about how well they are doing and how to improve

• Enable teachers to inform parents of their child's RE development

There are some aspects of RE that cannot be assessed such as the spiritual dimension of RE as this is elusive and pupils' responses and ideas are personal. Assessment opportunities are stated on the medium-term planning. These can be identified within some of the learning activities that relate directly to the learning objectives. There is an expectation to only formally assess children on a specific aspect of RE for every unit taught. These include statements relating to some of the assessment opportunities stated on the medium-term plans and reflect the concept progression wheel (Living Difference page 18) and from the Understanding Christianity units' booklets.

It is a legal requirement to report annually to parents on RE. This report will be based on evidence of progress recorded on our internal tracking document. Teachers may also choose to include comments about a pupil's progress in a particular unit or topic referring to their level of interest, enthusiasm, effort and/or a distinctive piece of work. Both Living Difference and Understanding Christianity have end of key stage and end of year 2, 4 and 6 expectations.

Monitoring

The aims of monitoring in RE are to:

• Ensure that the learning outcomes detailed on the medium-term plans are being met

• Collect evidence of children's work to create a Samples of Work Portfolio, exemplifying standards

• Identify aspects of RE where development work is needed

• Consider what further resources, Continuous Professional Development (CPD) and In Service training (INSET) are required to deliver the RE curriculum effectively

• Consider the extent to which it contributes to the spiritual, moral, social and cultural development of pupils

Resources

The RE resources are organised in topic boxes, according to the religion to which they relate and are stored on the mezzanine floor. These resources include religious artefacts, photo packs with teacher notes, books, DVDs and information sheets. Resources specific to a year group planned units are kept in folders by the class teacher and planning and resources are accessible via Staff Teams. Provision is made for visitors from a variety of faiths to visit the school. Additionally, trips are arranged for the children to visit and learn about faiths in the local area, in particular visits to our linked church of All Saints Church, Hursley. Where it enhances learning, use of the internet, interactive sites or computer software are used.

Appendix One

RE Long Term Overview

Golden Threads: Special ☆ Love ♡ Belonging Community

Living Difference | Understanding Christianity | Humanism

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR R/1 A 2025-26	Harvest and further traditions	Incarnation	People Jesus met	Hindu Traditions	Special Books	Creation
YEAR R/1 B 2026-27	Creation- Harvest	Celebration	Special People	Salvation	Special clothes	Followers of Jesus
YEAR 2	Hindu Mandir	Incarnation Digging Deeper	The festival of Holi	Salvation	Special Food	God
YEAR 3 / 4 A 2025-26	Sukkot	Incarnation: An extraordinary baby	Purim	Salvation Digging Deeper	Stories from the Torah and the Bible	Incarnation- The Holy trinity
YEAR 3 / 4 B 2026-27	Creation	Hanukkah	Passover	Salvation	Jewish tradition: Synagogue	Kingdom of God- Pentecost
YEAR 5/6 A 2025-26	Shahada and Salat	Incarnation	Wisdom- Scared Texts Bible and Qu'ran	Salvation	Umma, Hajj and Zakat	The Golden Rule
YEAR 5/6 B 2026-27	Peace- Revelation of Qur'an, sawm and Ramadan	Interpretation – Birth Narratives	Ritual- Wudu, Eid al Fitr and Eid al Adha	Resurrection- The Empty Cross	Creation	River of Life