

Kempshott Infant School

“Learning Together, Achieving the Extraordinary!”



Religious Education Policy

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, visitors from within a religious community, rituals and beliefs.

Aims

- To provide a wide variety 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 interests and opinions about concepts that are common to themselves and religions, recognising and expressing their own values and beliefs.
- To enable children to consider the effects religion has on people’s lives.

Principles for teaching and learning in RE

RE at Kempshott Infant School is taught in accordance with the legal requirements of the agreed syllabus for Hampshire, *Living Difference IV*. We follow the recommended time allocation, with links made to other areas of the curriculum where appropriate.

Parents have the right to withdraw their children from parts of, or all, RE lessons. Pupils who are withdrawn are supervised and provided with alternative activities.

RE in the Foundation Stage

There is a legal obligation to deliver RE to children in 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*, and *specialness*.

Planning, Progression and Continuity

Long and medium-term planning is provided by the RE co-ordinator in consultation with all staff. The concepts used in planning provide an awareness and understanding of Christianity, as the predominant religion in Great Britain. Other religions are also covered within the key concepts and these may vary year to year in order to gain an awareness of the variety of beliefs that make up our school community.

Assessment procedures for RE are in line with the age-related expectations contained in *Living Difference IV*. Assessments are made to monitor attainment and progress in RE and inform future planning.

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