



Religious Education Policy			
Reviewed by	Jess D'Arcy-Burt	Authorised by	WGB Committee
Last Review	Summer 2026	Date	July 2026
Next Review	Summer 2027	Review Cycle	Annually

Introduction

Freegrounds Infant School is a Rights Respecting School where children and adults work together to recognise, respect and promote the rights of every child. We are committed to ensuring that all pupils feel valued, respected and included regardless of their religion, belief, culture, ethnicity, disability, gender, family background or personal circumstances.

Religious Education (RE) plays an important role in helping children develop knowledge and understanding of religions, beliefs and worldviews represented in our local community, the United Kingdom and the wider world. Through RE, children learn about religious and non-religious perspectives, reflect on their own experiences and develop respect for the beliefs and values of others.

This policy reflects the principles of the United Nations Convention on the Rights of the Child (UNCRC), particularly:

- Article 3 The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 12 Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 14 Every child has the right to have their own thoughts and beliefs and to choose their religion with their parent's guidance.
- Article 28 Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child.
- Article 29 Education must develop every child's personality, talents and abilities to the full.

Rationale

Religious Education contributes significantly to pupils' spiritual, moral, social and cultural development. It enables children to explore questions about identity, belonging, meaning, purpose, values and beliefs while developing understanding, empathy and respect for others.

At Freegrounds Infant School, RE encourages children to:

- Explore and reflect upon their own experiences, beliefs and values.
- Learn about a range of religious and non-religious worldviews.
- Develop curiosity and ask thoughtful questions about the world around them.
- Understand how beliefs and values influence people's lives and communities.

- Recognise similarities and differences between people and communities.
- Challenge stereotypes, prejudice and discrimination.
- Develop respect for diversity within modern Britain and the wider world.

Curriculum Intent and aims

At Freegrounds Infant School, our RE curriculum is designed to provide children with meaningful opportunities to explore religion, belief and human experience. Through the Hampshire Agreed Syllabus, Living Difference IV, children develop their understanding of concepts that are significant within religions and in their own lives. Our curriculum aims to:

- Build a secure foundation of knowledge in Christianity and Hindu traditions.
- Enable children to make clear connections between religious concepts and their own lived experiences.
- Develop vocabulary, curiosity, and critical thinking skills.
- Foster empathy, open-mindedness, and respect for diverse worldviews.
- Prepare children for life in a diverse and multicultural society.

Legal Requirements

Religious Education is a statutory subject for all registered pupils in maintained schools.

Freegrounds Infant School follows the Hampshire Agreed Syllabus for Religious Education, Living Difference IV (2021).

Parents have the legal right to withdraw their child from all or part of Religious Education. Parents wishing to exercise this right should arrange a meeting with the Headteacher to discuss their request and the educational provision that will be made for their child during RE lessons.

The recommended allocation of curriculum time follows the guidance within Living Difference IV. For EYFS and Key Stage 1, approximately 36 hours of RE is taught per academic year.

RE and the Early Years Foundation Stage

Religious Education contributes to the EYFS statutory framework, particularly within the area of learning Understanding the World: People, Culture and Communities.

Children are supported to:

"Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class."

Children explore Christianity and Hindu traditions through a range of carefully selected concepts and one Golden Thread Concept throughout the academic year. Learning experiences are practical, discussion-based and rooted in children's own experiences.

RE and Key Stage 1

In Key Stage 1, children continue to explore and reflect on their own experiences while encountering religious and non-religious ways of living.

Learning begins with children's own experiences before introducing how concepts are understood and expressed within religious traditions. Pupils are encouraged to:

- Ask questions.
- Share ideas and opinions respectfully.
- Listen carefully to the views of others.
- Recognise similarities and differences.
- Understand that people may respond differently to the same concept or experience.

By the end of Key Stage 1, pupils should be able to:

- Respond creatively to concepts studied.
- Describe key aspects of concepts within religious traditions.
- Make simple connections between religious ideas and their own experiences.
- Recognise value and meaning within concepts explored.
- Demonstrate increasing respect and understanding for different beliefs and practices.

Curriculum Implementation

The scheme of work covers all requirements of the Hampshire Agreed Syllabus, Living Difference IV.

RE is taught through half-termly units based on concepts such as:

- Special
- Celebration
- Creation
- Belonging
- Community
- Love

The religions studied at Freegrounds Infant School are:

- Christianity
- Hindu Traditions

Golden Thread Concepts

Throughout their RE learning journey, children encounter the following Golden Thread Concepts:

- Love
- Special
- Belonging

- Community

In EYFS, children focus on one Golden Thread Concept.

In Years 1 and 2, children focus on two Golden Thread Concepts each academic year, which alternate annually.

This ensures that by the end of Key Stage 1 all children have explored each Golden Thread Concept and developed a secure foundation for future learning in Key Stage 2.

Teaching and Learning

Teaching follows the enquiry cycle identified in Living Difference IV:

Communicate

Apply

Inquire

Contextualise

Evaluate

This process supports pupils in interpreting religious concepts in relation to human experience and enables progression in understanding.

Learning opportunities include:

- Storytelling
- Discussion and questioning
- Drama and role play
- Artwork and creative responses
- Exploration of artefacts
- Visitors from faith communities
- Visits to places of worship
- Reflection activities

The school values its close links with the local church and seeks opportunities for pupils to engage with members of different faith communities.

Equality, Diversity and Inclusion

Freegrounds Infant School is committed to providing an inclusive curriculum that reflects the diversity of modern Britain.

Religious Education promotes equality of opportunity and respect for all individuals, in accordance with the Equality Act 2010.

Teachers ensure that:

- All pupils can access learning regardless of ability or background.
- Appropriate adaptations are made for pupils with SEND.
- Support is provided for pupils learning English as an Additional Language (EAL).
- Resources reflect diverse communities and experiences.
- Stereotypes, prejudice and discrimination are challenged.

- Different beliefs, identities and family backgrounds are respected.

RE provides valuable opportunities for children to develop understanding of diversity, inclusion and mutual respect.

SMSC

Religious Education makes a significant contribution to pupils' SMSC development and promotes the fundamental British Values of:

- Democracy
- Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of those with different faiths and beliefs

Through RE, children learn to:

- Reflect on their own beliefs and values.
- Respect the beliefs and experiences of others.
- Discuss important questions thoughtfully and respectfully.
- Develop empathy and understanding.
- Appreciate diversity within school, local communities and wider society.

Safeguarding

Religious Education supports pupils' personal development by providing opportunities to discuss identity, belonging, values and beliefs in a safe and respectful environment.

All discussions are conducted in line with the school's safeguarding and child protection procedures. Staff create a classroom culture where pupils feel safe to express their views and ask questions while respecting the views of others.

Any safeguarding concerns arising through discussion or learning activities will be managed in accordance with the school's Safeguarding and Child Protection Policy.

Assessment, recording and reporting

Assessment in RE is ongoing and informs future teaching and learning.

In Key Stage 1, children record their work in dedicated RE books which follow them throughout their time at Freegrounds Infant School.

Teachers use both formative and summative assessment to evaluate progress and attainment.

Assessment methods include:

- Observation
- Discussion

- Questioning
- Written responses
- Creative outcomes
- Practical activities

Teachers provide feedback in line with the school's Feedback Policy.

At the end of each unit, teachers complete assessment records linked to the End of Year Expectations within Living Difference IV.

In EYFS, assessment is linked to the Early Learning Goal within Understanding the World: People, Culture and Communities.

Attainment and progress are monitored by class teachers and the RE Subject Leader.

Parents receive information about their child's progress in RE through the annual written school report.

Monitoring and Evaluation

The RE Subject Leader is responsible for:

- Monitoring curriculum provision and standards.
- Supporting staff with planning and assessment.
- Reviewing curriculum resources.
- Monitoring pupil progress and attainment.
- Conducting book looks, pupil voice activities and learning walks.
- Identifying priorities for development within the School Improvement Plan.
- Reporting to senior leaders and governors as appropriate.

The effectiveness of the RE curriculum is evaluated through:

- Monitoring activities.
- Assessment information.
- Pupil voice.
- Staff feedback.
- Curriculum review.

Resources

A wide range of resources is available to enrich the RE curriculum.

Resources are regularly audited and reviewed by the RE Subject Leader to ensure they remain relevant, accurate and representative.

Additional resources, including topic boxes and artefacts, may be borrowed from the RE Centre in Winchester and other approved educational providers.

Version control:	V.1.1 7/11/2023 V1.2 July 2026 Revised introduction statement. Revised rationale.
------------------	--

	Revised Aims. Addition of Curriculum intent statement. Revised Legal Requirements. Revised EYFS statement. Revised KS1 statement Addition of Curriculum Implementation statement Removal of scheme of work statement. Revised Teaching and Learning statement. Removal of Equal opportunities statement and replaced with Equality, Diversity and Inclusion section Revised SMSC to include more detail. Addition of Safeguarding section. Revised ARR statement. Addition of monitoring and Evaluation Revised Resources section.
--	--