

## Religious Education (RE) Statement



### Intent

Religious Education at Uplands is currently based on the Hampshire Agreed Syllabus 'Living Difference III' which sets out guidance and support for teachers to ensure planning and delivery is in line with statutory expectations – this document is currently being updated and the next version is due November 2021. We will continue to adapt our teaching in accordance with statutory guidance.

*\* Religious is a statutory subject and must be taught during each half term. \**

At Uplands our RE curriculum provides a rich and wide range of experiences inside and outside of the classroom, which give children opportunities to help them to make sense of their own experiences and beliefs. These experiences include: visits to religious places of worship, visitors from different faiths, cross curricular links with Art and SMSC.

It also supports pupils in understanding the beliefs and practices of members of faith communities through open, fair-minded enquiry.

We strive to develop successful learners who enjoy learning, make progress and achieve. We aim to promote our children to become confident individuals who are able to live safe, healthy and fulfilling lives and responsible citizens who make a positive contribution to society.

RE is embedded within the values of our school and within the British values of 'democracy', 'the rule of law', 'individual liberty' and 'mutual respect and tolerance' of those of different faiths and beliefs.

*\* Indoctrination and conversion are not part of the educational process and therefore have no place in religious education*

By the time our pupils leave us, we aim to ensure that all pupils:

- ❖ Understand the nature of Christian practices and the beliefs and practices of other world faiths.
- ❖ Are tolerant and feel confident to challenge prejudice towards people of different faiths having developed an understanding of the value of living in a multi-cultural, multi-faith and multi-lingual society.
- ❖ Are able to reflect upon their own needs, experiences and questions.
- ❖ Have developed open minds to new concepts and are able to form their own opinions based on evidence and argument.

"RE is very important because if you don't learn about it you might be rude to others."  
Y1

### Implementation

The recommended hours of teaching for RE are; Year R and Key Stage One = 36 hours per year; Key Stage Two = 45 hours per year.

These hours are blocked each half term, with 6 RE units being taught across the year. Whilst these are the recommended timings set out by the Hampshire Agreed Syllabus, at Uplands we believe it is important that our RE teaching is high quality and takes as long as is necessary for our pupils to develop a solid understanding of the religious concepts that they are being taught.

When blocking units, staff teams will either plan to implement the RE unit across a number of part days consecutively, or over the course of 2/3 full days. This provides pupils with continuity and coherence in their learning.

In addition to our planned RE units, annual RE days take place to focus on an aspect of religious education across the school so that pupils can share their understanding with each other collectively.

In EYFS, children engage with well-known concepts of Christianity, such as the concept of 'special' and 'celebration' and begin to make simple links between their own experiences and those of the Christian faith. They also have an introduction to the Jewish faith, which continues into KS1. Pupils in KS1 continue to explore Christianity and Jewish traditions; they are supported in making some simple comparisons between the two religions where appropriate. As children progress into KS2, they continue to learn about Christianity throughout their time at Uplands. In Years 3/4, the children explore Muslim traditions and in Years 5/6 the children learn about Hindu traditions.

Teaching across the school covers concepts from 3 groups. Group A concepts are common to all people (eg – remembering, specialness). Group B concepts are shared by many religions (eg – God, Worship, Symbolism). Group C concepts are specific to particular religions (eg Holi). As our pupils move through Uplands, they are given the opportunity to explore and engage with all three different concept groups. We have carefully considered the concepts that our children study to ensure that they are as relevant as possible to the children, building upon their own life experiences as appropriate.

We are proud of the variety of rich opportunities that the children experience through our RE teaching at Uplands. We adopt a cross curricular approach to our teaching and our outcomes often make links with Art, Drama, English, and DT. We have an excellent relationship with our local Christian Church, as well as other links to religious communities. We use trips and visitors where appropriate to enrich our RE teaching – in Rotation A of our teaching cycle, children will experience having a visit from a member of the religious faith that they are studying, and in Rotation B they will go on a visit (KS1 will visit a synagogue, Years 3&4 will visit a Mosque and Years 5&6 will visit a Hindu temple). These experiences are vital to bringing the children's learning to life, inspiring them to become inquisitive about other people's faiths and life experiences, and to aiding them in developing respect for members of some of the world faiths.

We consider RE an integral part of the curriculum as it contributes to the children's social, moral, cultural and spiritual development.

Through their **spiritual development**, our pupils are given opportunities to reflect on their learning and make links, profoundly, creatively and healthily to themselves, other people, society and the environment, giving considerations to their own beliefs and values. Through **moral development**, the children learn to value diversity as they engage in issues of truth, justice and trust. We explore the influence of family, friends and the media on our moral choices and we consider how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders. Through **social development**, the children consider how religious beliefs may lead to particular actions or concerns as we investigate social issues from religious perspectives. Pupils are supported in recognising the diversity of viewpoints within and between religions. Through their **cultural development**, the children promote understanding from a religious perspective through encounters with different people, literature, art and resources from a range of cultures. Children consider the relationship between religion and culture and how religious beliefs contribute to our cultural identity. Learning promotes racial harmony, mutual respect and how this can lead to combatting prejudice and discrimination. Throughout all of this children will ultimately develop a greater sense of who they are and where they fit into their environment and the world as a whole.



"I enjoy RE because we do lots of creative things!"  
Y1

## Impact

We aim for all pupils to leave Uplands as respectful, understanding citizens with a tolerance and appreciation for difference. Evidence of this is shown through our children's high standards of behaviour; they show respect amongst their peers and towards adults in our school. Discussion with pupils highlights their understanding of everyone's right to believe in what they choose and our children value these differences. Pupils are engaged and interested in their RE learning and the inclusivity of this subject is clear through the enthusiasm of all pupils when talking about RE. Children are given the opportunity to share their own experiences and opinions and these are valued within the safe learning environment created by staff. Children are mutually respectful of the reflections of their peers and are prepared to argue constructively where appropriately.



"We should do RE more so that we understand it more!"  
Y4



"I like RE because we focus on specific things"  
Y2

