



Religious Education Policy

Reviewed: December 2025
Next Review: December 2027

School Context

As a Church of England school we plan RE teaching in line with Diocesan guidelines and the agreed syllabus for Hampshire "Living Difference IV," supported by the "Understanding Christianity" and "Christianity as a Global Faith" resources.

In accordance with the school's Trust Deed we teach children within an overtly Christian environment. All children are encouraged:

- to achieve their full academic potential
- become active and responsible members of the school community
- develop awareness of spirituality in all its diverse forms
- demonstrate respect and acceptance at all times

Every child can have access to RE lessons which will account for at least 5% of the curriculum time.

Aims

Our Religious Education contributes towards our **We CARE** vision, which holistically embodies our Christian and British values. It enables children to explore and discover the world around them, having **respect** for other cultures and diversity. Through a hands-on, inquiry-based curriculum, children will ask questions and **explore** religions and beliefs from around the world. It ensures children have the opportunities to **explore** their own Spiritual, Moral and Cultural identity.

Our curriculum engages learners by demonstrating the relevance of Religious Education in tackling local and global challenges. In an ever - changing world, at MOSPS we encourage the children to be reflective thinkers and show care and understanding towards all global citizens - **aspiring** for a kinder world. Real-life experiences are a fundamental part of our approach that motivates learners to deepen and expand their knowledge. Through regular worships, trips, visits and our link with a school in Nepal, children are given the opportunity to reflect and widen their knowledge of themselves and others.

Through the schools RE curriculum we will:

- ☐ Explore the beliefs, practices, values and meaning of the Christian faith for people today and in the past
- ☐ Explore the beliefs, practices, values and meaning of the Jewish, Hindu & Islamic faiths for people today and in the past
- ☐ Explore the beliefs, practices, values and meaning of Humanism for people today and in the past
- ☐ Study the life of Jesus as a model for Christians and Christian conduct.

- ☐ At YR exploring the concept of celebration including Christmas and Easter.
- ☐ At KS1 (Years 1 &2) explore key aspects of Christianity & Judaism
- ☐ At lower KS2 (Years 3-4) explore key aspects of Christianity & Hinduism.
- ☐ At upper KS2 (Years 5-6) extend children's wider understanding of Islam and Christianity in order to explore the areas of commonality and contrast between the main religions of the World
- ☐ Explore another religion using 'Pondering Time' which is a child led inquiry.

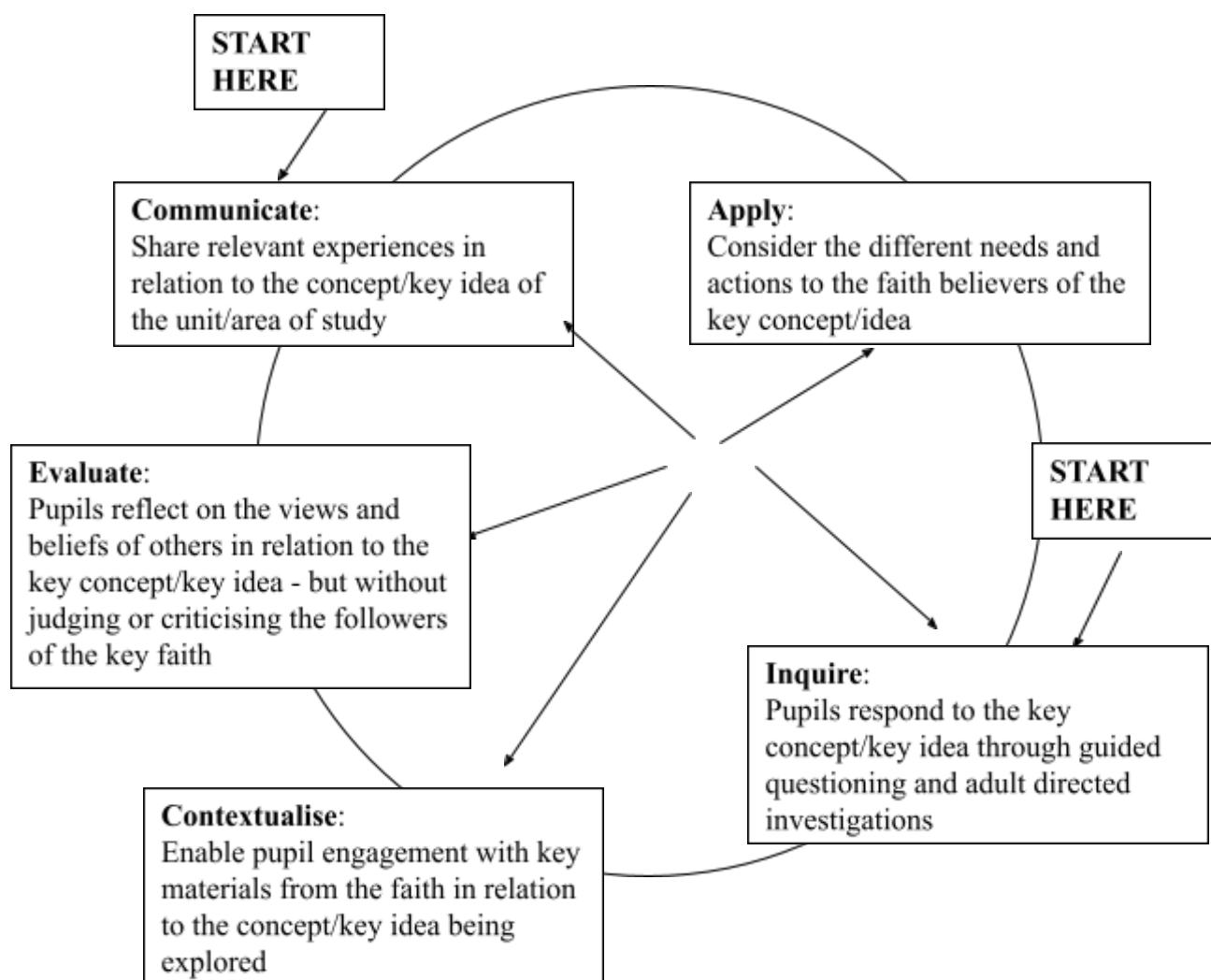
Key concepts and skills will include:

- ☐ Helping children to develop the ability to make their own choices and decisions based on reflection
- ☐ Encouraging children to express their thoughts and feelings within a class context of tolerance and acceptance
- ☐ Reflecting on the needs of the world and its diverse population in contrasting contexts of experience and need
- ☐ Exploring RE through a balance of Theology, Philosophy and Social Sciences (Believing, Thinking & Living)
- ☐ Developing an awareness of being part of something greater than themselves
- ☐ Developing an ethical understanding of contemporary issues
- ☐ Developing their own spirituality

Approach

- ☐ The Curriculum will be concept focussed and will allow pupils to develop their understanding and respect of varying faith systems (see Appendix A attached)
- ☐ Learning will be as 'hands on' as is practical and will include the respectful use of artefacts and resources
- ☐ Learning will be enhanced by visitors and visits to extend first hand experiences, where possible.
- ☐ Learning will be differentiated to meet the differing needs of learners, whether SEND and/or more able
- ☐ All concepts will seek to embrace cross-curricular opportunities where relevant and extend social, moral and cultural understanding with ethical dimensions where appropriate.

Appendix A : Enquiry Model



All units of work will follow this model.

Across their time at MOSPS, pupils will be progressively introduced to different types of concepts, as set out in the Hampshire Agreed Syllabus document: 'Living Difference'

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

For example, remembering, specialness, celebration, rights, duty, Justice

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

For example, God, worship, symbolism, the sacred, discipleship, stewardship, martyrdom

C: concepts that are particular to specific religions

For example, dukkha, Trinity, tawheed, redemption, khalsa, moksha, Torah.

To be read in conjunction with the school's Religious Education Policy (2012 - 2014)

We have 4 golden thread concepts will be visited several times during their primary education to form a spiral curriculum. These concepts are:

Love, Belonging, Special and Community.

Concepts are delivered alongside the 'Big Story' of the bible through Understanding Christianity exploring 8 core concepts – God, Creation, Fall, People of God, Incarnation, Gospel, Salvation, Kingdom of God.

Right to withdrawal

- ☐ Parents have the right to withdraw their child from all or part of RE lessons, after discussion with the Head Teacher.