



## Religious Education Policy

### **Intent Statement**

We use a creative, topic-based curriculum where children explore a variety of locations and compare life between them; where they are taught to question their surroundings; where they also learn to understand other people and cultures. We think it is important that children learn about the rich diversity of human and physical geography across the world and learn to recognise the issue of sustainability within society - both at a local and global level.

Religious education is a statutory subject and forms part of the core curriculum for all pupils at John Hampden School. Religious Education (RE) in this country is distinctive in being locally agreed within each Local Authority and closely aligned to the nature of the community itself. RE rightly strives to be relevant to the lives of young people of all faiths and none and draws on the experience of the local faith communities within The Oxfordshire Diocesan Board of Education.

### **Implementation Statement**

Discovery RE meets the requirements of our locally agreed syllabus. By following Discovery RE at school we intend that Religious Education will:

- Adopt an enquiry-based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion. Develop a sense of awe, wonder and mystery.
- Nurture children's own spiritual development.

### **Impact Statement**

Our pupils will have developed an enthusiasm for RE and will have benefitted from the experiences and opportunities they have been a part of. All children will have had the opportunity to experience learning about different religions within the curriculum and will have developed understanding, awareness, and an empathy towards other children's beliefs and views, as a result of these experiences. This will help them develop their own attitudes and beliefs as they progress through life.

### Curriculum

R.E. is a foundation subject in the national curriculum. The following table outlines our R.E.-based topics:

Year	T1	T2	T3	T4	T5	T6
Early Years	<b>Christianity</b> - What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories? (all diff religions)	What makes people special?
Year One	<b>Christianity</b> - What do Christians believe about God?	<b>Christianity</b> - What gifts might Christians have given Jesus if he had been born in my town rather than Bethlehem?	<b>Judaism</b> - Who is God to the Jews?	<b>Christianity</b> - Why was Jesus welcomed as a king or celebrity on Palm Sunday?	<b>Judaism</b> - Is Shabbat important to Jewish children?	<b>Judaism</b> - Does visiting the synagogue help Jewish children feel closer to God?
Year Two	<b>Christianity</b> - Is it possible to be kind to everyone all of the time?	<b>Christianity</b> - Why do Christians believe that God gave Jesus to the world?	<b>Buddhism</b> - Why is the story of Buddha important to some Buddhists?	<b>Christianity</b> -How important is it to Christians that Jesus Came back to life again after his crucifixion?	<b>Buddhism</b> - What is the best way for a Buddhist to lead a good life? Right speech.	<b>Humanism</b> - What Do Humanists believe?

Year Three	<b>Islam</b> - Does praying at regular intervals help Muslims in their everyday lives?	<b>Christianity</b> - Investigating the true meaning of Christmas?	<b>Christianity</b> - Could Jesus heal people? Did he perform miracles or is there some other explanation?	<b>Christianity</b> What is 'good' about Good Friday?	<b>Islam</b> Does praying at regular intervals help Muslims in their everyday life?	<b>Islam</b> - Does completing a pilgrimage make a person a better Muslim?
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Year Four	<b>Hinduism</b> Does visiting the Ganges make a person a better Sanatani?	<b>Christianity</b> What is the most significant part of the nativity story for Christians today?	<b>Hinduism</b> What do some deities tell Sanatanis about God?	<b>Christianity</b> Do people-need to go to Church to show they are Christians?	<b>Hinduism</b> What is the best way for a Sanatani to lead a good life?	<b>Christianity</b> Is forgiveness always possible for Christians?
Year Five	<b>Sikhism</b> - What is the best way for a Sikh to show commitment to God?	<b>Christianity</b> Is the Christmas story true?	<b>Sikhism</b> - How are sacred teachings and stories interpreted by Sikhs today?	<b>Christianity</b> How important is it for Christians to believe that God intended Jesus to die?	<b>Judaism</b> - What is the best way for a Jew to show commitment to God?	<b>Judaism</b> - Are Rosh Hashanah and Yom Kippur important to Jewish children?
Year Six	<b>Islam</b> - What is the best way for a Muslim to show commitment to God?	<b>Christianity</b> How significant is it that Mary is Jesus' mother?	<b>Islam</b> How is the Qur'an vital to Muslims today?	<b>Christianity</b> Is Christianity still a strong religion 2000 years after Jesus was on earth?	<b>Humanism</b> How do inspirational people impact on how Humanists live today?	<b>None</b>

### **Assessment and Monitoring**

The R.E. co-ordinator checks progress following National Curriculum Objectives and monitors the children's work through book and lesson observations. They also ensure that depth of learning progresses over time. Each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. Each enquiry has assessment levels and examples based on the current nationally agreed levels.

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied. Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

### **Inclusivity**

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS1 and 2 classes with special educational needs, each enquiry has level exemplars for the full range likely for that age group.

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child.

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By: Emma Chaplin-Stephens