



# RE and Collective Worship Policy

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# RE Policy

## 1. Statement of Intent

At Bitterne Manor Primary School, Religious Education (RE) is a central part of the basic curriculum and plays a key role in preparing children for life in a diverse and complex world. Through RE, children develop knowledge and understanding of religions and worldviews, while also learning to think critically, reflect on their own experiences, and engage respectfully with the beliefs of others.

Our RE curriculum is delivered in accordance with **Living Difference IV**, the locally agreed syllabus. This approach supports children in developing the ability to **speak, think and act in the world**, enabling them to explore what it means to live a life informed by religious and non-religious perspectives.

We aim for all children to become thoughtful, reflective learners who can make sense of their own experiences and understand the diverse ways in which people live.

## 2. Legal Framework

This policy is informed by:

- The Education Act 1996
- The School Standards and Framework Act 1998
- The Education Act 2002
- DfE guidance: *Religious education in English schools (2010)*

RE is statutory for all registered children, except where parents exercise their right of withdrawal.

As a maintained school, RE is taught in accordance with the **locally agreed syllabus (Living Difference IV)**, which is the legal framework for RE provision.

## 3. Curriculum Intent

The RE curriculum is designed to provide a **coherent, progressive and concept-driven understanding** of religions and worldviews. It reflects both the local context and the wider diversity of modern Britain.

Christianity is studied throughout the school, alongside other principal religions and non-religious worldviews, ensuring children can make meaningful comparisons and develop informed perspectives.

The curriculum supports children to:

- Develop secure knowledge of religious and non-religious worldviews
- Engage in meaningful enquiry and dialogue
- Reflect on their own beliefs, values and experiences
- Build respect and understanding for others

## 4. Curriculum Design (Living Difference IV)

The RE curriculum is structured using the **Living Difference IV model of concepts/words**, ensuring depth and progression over time.

Children engage with:

- **A concepts** – shared human experiences (e.g. belonging, celebration, justice)
- **B concepts** – shared across religions (e.g. God, worship, prayer)
- **C concepts** – specific to particular traditions (e.g. Trinity, moksha)

Four **golden thread concepts - community, belonging, special and love** - are revisited across all key stages to ensure continuity and depth.

The curriculum follows a **spiral model**, where concepts are revisited and developed with increasing complexity as children progress through the school.

## 5. Implementation

### 5.1 Curriculum Structure and Time Allocation

RE is taught weekly or in carefully planned blocks, ensuring children receive a minimum of:

- **36 hours per year in KS1**
- **45 hours per year in KS2**

Collective Worship is separate from curriculum time and is not included within these hours.

### 5.2 Teaching and Learning

Teaching in RE follows the **Living Difference IV cycle of enquiry**, enabling children to move through the stages of:

**Communicate → Apply → Inquire → Contextualise → Evaluate**

This is underpinned by three key elements:

- **Experiential learning** – beginning with children's own experiences
- **Intellectual engagement** – studying religious and non-religious material
- **Discernment** – reflecting on meaning and value

Lessons are designed to:

- Promote discussion, questioning and dialogue
- Use high-quality texts, artefacts and real-life examples
- Develop subject-specific vocabulary and conceptual understanding
- Encourage children to express and justify their ideas

### 5.3 Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage, RE is taught as part of the statutory requirement for pupils in Reception, in line with the Living Difference IV agreed syllabus.

RE is delivered through the area of Understanding the World: People, Culture and Communities, alongside personal, social and emotional development.

Learning in EYFS:

- Begins with children's own experiences and interests
- Introduces key concepts through play, storytelling and exploration
- Includes at least one of the golden thread concepts (community, belonging, special, love)
- Provides opportunities to encounter Christianity and one additional tradition

Teaching follows a simplified cycle of enquiry, with a strong emphasis on experiential learning, supporting children to explore, communicate and reflect on their experiences.

### 5.4 Planning and Progression

Units of study are constructed from a sequence of cycles of enquiry, which together build a coherent course of study across each key stage. Planning is structured at three levels:

- Long-term curriculum mapping
- Medium-term units based on enquiry questions
- Short-term lesson planning adapted to children's needs

Progression is achieved through:

- Increasing conceptual depth
- More complex enquiry and questioning
- Greater independence in evaluation and reasoning

The curriculum ensures coverage of both **Abrahamic and Dharmic traditions** in line with syllabus expectations.

### **5.5 Pupil-led Enquiry**

Opportunities for child-led enquiry ("pondering time") are incorporated where appropriate, enabling children to explore questions and concepts in greater depth and develop independence in their learning.

## **6. Assessment and Impact**

Assessment in RE is aligned with the **Living Difference IV End of Year Expectations (EYEs)**, which support teachers in evaluating children' depth of understanding and progression over time.

Teachers use:

- Ongoing formative assessment to inform teaching
- Summative judgements linked to enquiry outcomes
- End of Year Expectations (EYEs) are used to inform curriculum planning as well as assessment, ensuring that learning is sequenced to build depth and progression over time.

The impact of the RE curriculum is seen in children' ability to:

- Demonstrate secure and connected knowledge
- Use appropriate subject vocabulary
- Engage in thoughtful discussion and reasoning
- Reflect on meaning and value in relation to their own lives and the lives of others

## **7. Inclusion**

All children are entitled to access the RE curriculum. Teaching is adapted to meet the needs of all learners, including those with SEND, in line with the inclusive principles of Living Difference IV.

RE contributes to safeguarding and personal development by promoting respect, tolerance and critical thinking.

## **8. Right to Withdraw**

Parents have the legal right to withdraw their child from all or part of RE.

Requests should be made in writing to the Headteacher. The school will discuss the request with parents and ensure appropriate supervision is provided. Children will not be withdrawn from related aspects of the wider curriculum.

## **9. Collective Worship**

### **9.1 Overview**

Collective Worship is a valued part of daily school life at Bitterne Manor and contributes significantly to children' spiritual, moral, social and cultural development. It provides opportunities for reflection, shared experience and the development of a strong sense of community.

### **9.2 Legal Requirements**

In accordance with statutory requirements, Collective Worship:

- Takes place daily
- Is wholly or mainly of a broadly Christian character
- Reflects the traditions of Great Britain

### **9.3 Aims and Approach**

Collective Worship is planned to be inclusive, meaningful and relevant. It supports children in reflecting on values, beliefs and experiences within a respectful environment.

Through Collective Worship, we aim to:

- Promote values such as respect, kindness and responsibility
- Encourage reflection on spiritual and moral questions
- Develop a sense of belonging and shared identity
- Foster respect for different faiths and worldviews

Worship is delivered through assemblies and classroom-based sessions and may be led by staff, children or visitors. Themes include religious festivals, key values and current issues.

#### **9.4 Inclusion and Withdrawal**

Collective Worship is inclusive and respectful of all children. Parents have the right to withdraw their child by written request and appropriate supervision will be provided.

#### **9.5 Relationship to RE**

Collective Worship is distinct from Religious Education. RE is an academic subject focused on the study of religions and worldviews, while Collective Worship provides opportunities for reflection and shared experience.

### **10. Monitoring and Review**

The RE subject leader is responsible for:

- Monitoring teaching and learning
- Reviewing pupil outcomes
- Ensuring alignment with the agreed syllabus
- Supporting staff development

The governing board monitors the effectiveness of RE and Collective Worship through regular review.

This policy will be reviewed annually.