



RE Policy

Policy Owner	Light Years School
Date Published	September 2023
Date of Next Review	September 2024
Circulation	All Staff and Website
Linked Policies	Safeguarding and Child Protection Policy Positive Behaviour Policy SEND Information Report Ofsted Framework 2019 Curriculum Policy PSHE & RHE Policy
ISS Regulatory Requirements	Part 1 – Quality of Education Paragraph 1 – 2 (2)(b), 2(2)(h), 3(c)

Safeguarding at Light Years School

At Light Years School, we are committed to providing an environment in which students feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility, and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual, and emotional abuse, neglect, and bullying. Light Years School are dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness, or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Light Years School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Light Years School

At Light Years School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, an adapted curriculum, and a strong focus on developing pupils' personal, social and emotional development. The special educational needs and disabilities of all pupils at Light Years School is carefully considered and a central theme in through all school policies. For more information, please read the school's SEND Information Report.

RE Curriculum Rationale

Light Years School believes that pupils should:

- Be engaged, inspired, challenged, and equipped with the knowledge and skills to explore difficult philosophical questions.
- Develop an understanding of different religious beliefs and be encouraged to reflect on their own ideas and way of living.
- Be supported to question and combat prejudice, appreciate diversity, and promote the integral values of tolerance and respect.
- Be guided to establish British values and develop their spiritual, moral, social, and cultural development.
- Recognise that RE has an important role in preparing for adult life, employment, and lifelong learning.
- Develop a wide range of skills including enquiry, interpretation, evaluation, and reflection through high quality RE teaching.
- Be encouraged to participate in philosophical discussions and explore their own ideas and beliefs in a classroom environment where they feel heard, respected, and understood.

Curriculum Intentions and Implementations

RE Intent

Our RE curriculum is designed to engage and enthuse learners. We believe that it is an essential area of study which ensures that children are well prepared for life in a world where there are a multitude of viewpoints. We enable the children to make their own informed decisions and equip them to have the confidence to voice their views. It is a subject for all pupils, whatever their own family background and personal beliefs and practices.

We aim to develop pupils' understanding of world faiths and other beliefs by exploring their commonality and diversity. There is both depth and breadth of study. The RE curriculum is about 'belonging'. It aims to nurture pupils' awareness of diversity as well as sensitivity to the questions and challenges that different views and cultures can present.

We want our children to enjoy RE and develop resilient responses to misunderstandings, stereotyping and division. We will offer the children a place where difficult or 'risky' questions can be tackled within a safe but challenging context.

RE nurtures SMSC development and pupils' understanding of diversity. The children discuss challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. A holistic approach to Spiritual, Moral, Social and Cultural development (SMSC), British Values, and Community Cohesion focuses on preparing pupils for life in the 21st century.

We provide our children with religious literacy where they will develop their knowledge and understanding of Christianity, other religious traditions and world views and explore their responses to life's challenges. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

We help our pupils prepare for their future by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them.
- Responding to such questions by referring to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience.
- Reflecting on their own beliefs, values, and experiences in the light of their study.

RE Implementation

We follow the Living Difference IV syllabus, the agreed syllabus for Hampshire Schools.

“Living Difference IV seeks to introduce children and young people to what a religious way of looking at and existing in the world may offer in leading one’s life, individually and collectively. It recognises and acknowledges that the question as to what it means to lead one’s life with such an orientation can be answered in a number of qualitatively different ways”. Living Difference IV December 2021

The children are taught RE through concepts that are familiar to them and that they have already met through their own life experience so far. We follow a 5 step Cycle of Inquiry (Communicate, Apply, Enquire, Contextualise and Evaluate) and explore concepts with the children from their first-hand experience before applying them to religious ideas. Concepts such as Welcoming, Thanking, Light, Celebrating, and **golden thread** concepts such as Love, Belonging, Special and Community are explored in our aspirational curriculum.

Our Curriculum enables pupils to develop a rich knowledge and deep understanding of the Christian faith. They will also learn about Islam, Hinduism, Sikhism and Buddhism.

RE Impact

Our RE curriculum is high quality, well thought out and is planned to demonstrate progression.

The children make progress by knowing more, remembering more and being able to do more. They transfer and embed key concepts into their long-term memory and apply them fluently.

We measure the impact of our curriculum in the following ways:

- Children demonstrate a positive attitude towards people of any religion and show an understanding of cultural beliefs different to their own.
- They demonstrate respectful behaviour to all, and this is transferable outside of school in the wider community and beyond.
- Assessing children's understanding of each unit's linked vocabulary before and after the unit is taught.
- Images and videos of the children's learning.
- Interviewing the pupils about their learning (pupil voice).
- Pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's work.
- Marking of written work in books.

RE Leadership – Roles and Responsibilities

The appointed subject leader is responsible for its intent, implementation, and impact. The role of the subject leader is to:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Provide a strategic lead and direction for RE.
- Support and advise colleagues on issues related to the teaching and learning of RE.
- Monitor pupils' progress in RE ensuring that key skills are evidenced in outcomes.
- Provide efficient resource management for the subject

Personal Development within the RE Curriculum

Personal Development intentions are to ensure that all Pupils:

- are provided with a curriculum that offers opportunity to be exposed to a variety of beliefs and principles in which clear ground rules are set in line with the core values of the school including fundamental British Values.
- reflect upon their own beliefs and values and respect those of others.
- are supported to consider and regard the equal opportunity for all and show respect and tolerance of differing religions and beliefs of others.
- have British Values embedded within the curriculum to prepare them for life in modern Britain when they depart from the school.
- have awareness of career options and will feel confident in identifying and recognising how the curriculum may lead to these careers.
- enrich their learning through Personal Development afternoons as well as extra-curricular activities on offer throughout the school waking day curriculum.

Through RE, personal development will be implemented by:

Choice and availability of experiences

- The Pupils will have exposure to a wealth of beliefs, principles and content that promotes personal development as well as, family values, gender, power, and manipulation and incorporating mental health and current affairs.
- The Pupils can build and extend their knowledge, respect and tolerance and prepare for life in modern Britain, embracing the world as rounded, respectful members of society. A range of experiences in RE allows pupils to experience these values in contexts they may not have experienced thus providing opportunity to advance their knowledge of these values and circumstances.

Current affairs

This provides an opportunity to experience the age-appropriate beliefs and social constructs of communities.

RE Safeguarding Statement

Safeguarding Statement

Safety and safeguarding is the core theme throughout the pupil's life at Light Years School. Through the safeguarding culture at school, we aim to help prepare the pupils for the next stage of their education. At all times we aim to foster resilience alongside a calm environment.

School leaders ensure that RE materials do not promote any partisan political or extremist religious views during their conduct or teaching. If they hear the promotion of a partisan political or extremist religious views, they will present an opposing and balanced view. If a staff member feels that pupils are at risk of being radicalised, they must report to the Designated Safeguarding Lead and raise a cause for concern form.

RE Curriculum Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 A	Concept – Trees Context –Across religions Religion- Across religions	Concept – Angels Context –Angels Religion -Christianity	Concept – Authority Context –Torah Religion- Judaism	Concept – Love Context –Changing Emotions/ Easter Religion- Christianity	Concept - Sacred/Special Context –Places of worship Religion- Christianity/Hinduism	Concept – Belonging as identity Context - Jewish traditions Religion- Judaism
Year 3/4 B	Concept –Community Context –Neighbour Religion- Christianity	Concept – Symbol Context –Hanukkah Religion- Judaism	Concept – Myth Context –Myth Religion-	Concept – Freedom Context –Passover Religion- Judaism	Concept –Stones as symbols Context –Across religions Religion- Across religions	Concept – Special as God Context –Across religions Religion- Across religions
Year 5/6 A	Concept –Belonging Context –Shahada and salat Religion- Islam	Concept – Interpretation Context –Christmas- the two birth narratives Religion- Christianity	Concept – Love Context –The Golden Rule Religion- Humanism	Concept – Salvation Context –The Christian Story Religion- Christianity	Concept – Sacred Place (Special) Context –Places of Worship Religion- Sikhism/Christianity	Concept – Umma (Community) Context –Hajj and zakat Religion- Islam
Year 5/6 B	Concept – Peace Context - Revelation of the Qur’an, sawm and Ramadan Religion- Islam	Concept – Incarnation Context –An extraordinary baby Religion- Christianity	Concept – Ritual Context –Wudu and Eid al Fitr and Eid al Adha Religion- Islam	Concept – Resurrection Context –The empty cross Religion- Christianity	Concept – Love Context –Sewa Religion- Sikhism	Concept –River of life Context –Humanism Religion- Humanism