



## St. Leonard's C.E. Primary School Religious Education Policy 2016

St. Leonard's is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian ethos and core values of Love, Respect and Responsibility.

### **Rationale**

Religious Education (RE) allows children to explore, reflect and respond to religious beliefs, values and experiences.

The document 'Review of RE in England states:- "Every child and young person who goes to school is entitled to an experience of religious education (RE) that is both academically challenging and personally inspiring." Our main aim is to aspire to this.

### **1. Aims and Objectives**

The school's starting points are the two Attainment Targets in the Oxfordshire Agreed Syllabus:

1. To develop knowledge and understanding of religion (*learning about religion*)
2. To explore and respond to human experience (*learning from religion*)

Children will learn about different religions by developing knowledge of Christianity, Judaism and Islam and we will provide increasing opportunities for children to:

- Encounter the key objects, people, places and activities associated with the religions studied, e.g. visits to a range of different churches, the Mosque, visitors to assembly
- Study the lives of people who are held by members of their faith to be an example to others, looking particularly at how these people have lived out the beliefs and values of their faith and understand what it means to be committed to a religious tradition.
- Extend their awareness that certain features, eg worship, prayer, festivals, sense of community, are shared by more than one religion although often expressed differently.
- Consider the meaning of symbols, stories and symbolic language for members of faith communities.
- Encounter the key beliefs of the religions studied and develop investigative and research skills to enable them to make reasoned judgements about religious issues.
- Consider the impact of religious beliefs on individuals and their local community.

Children will learn from religions by developing positive attitudes towards other people and enhancing their own spiritual and moral development through:

- Considering the value of certain religious practices in their own lives, e.g. prayer, reflection, celebrations.
- Talking about stories which focus on values, relationships or religious teachings and considering the relevance of this to their own lives.
- Exploring questions of the meaning and mystery of life and engaging with a range of ultimate questions.
- Developing an understanding of what it means to belong to a community.
- Discussing the differences between fairness and unfairness, right and wrong, and the nature of individual responsibility.
- Developing creativity within the curriculum, expressing ideas and feelings in the forms of art, music, drama etc.
- Having respect for other people's views and celebrate the diversity of society.
- Asking significant and highly reflective questions about religion and demonstrate an understanding of issues related to nature, truth and value of religion. Foster an attitude of fair-minded enquiry towards a whole range of religious and non-religious convictions.

The curriculum for RE aims to ensure that all pupils:

**Know about and understand a range of religions and worldviews, so that they can:** describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals; identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

**Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:** explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; appreciate and appraise varied dimensions of religion or a worldview.

**Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:** find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

## **2. The legal position of religious education.**

The RE education curriculum forms an important part of our school's spiritual, moral, social and cultural teaching. Our school RE curriculum is based on SACRE and the Oxfordshire Agreed Syllabus for RE together with Patterns of Experience (A Handbook for RE) and the New Scheme of Work produced by our diocese. The Education Reform Act 1988 states that the RE syllabus should reflect the fact that the religious tradition in Great Britain is in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions. Parents have a right to withdraw their children from RE and this should be done so in writing.

### **3. Teaching and Learning**

Good teaching in RE allows children to both learn about religious traditions and to reflect upon what the religious ideas and concepts mean to them. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum and to build on their own experiences and extend their knowledge and understanding. Links to other curriculum areas will also be made when appropriate.

### **4. Monitoring**

The Subject Leader and Headteacher are responsible for monitoring the standards of the children's work and the quality of teaching in RE. They are also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject. The RE Subject Leader has specially allocated time for reviewing samples of children's work and visiting classes to observe teaching in the subject, together with the SIAMS governor.

### **5. Review and Evaluation**

The RE Subject Leader will complete an annual action plan highlighting areas for further development. She will also report to the governors teaching and learning committee about developments in RE within the school.

### **6. Assessment and Recording**

The standard of work in RE is expected to meet the standard children are following in other core subjects. Work should be recorded in books or files and any photographs that are taken of work or visits added or displayed.

To assess the children's progress in RE teachers use the Oxford Diocesan Board of Education RE Scheme of Work which identifies assessment criteria and assessment opportunities and activities. These take place six times a year.

A comment on the children's understanding in RE is reported to parents annually in the summer term.

### **7. Equality, Diversity and Inclusion**

We value the diversity of individuals within our school and believe that all our children matter and we value their families too. We aim to give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning.

### **8. Special Needs Provision**

As an inclusive school we recognise the need to support children with special educational needs as well as those who are identified as more able through differentiation. RE is taught as a whole class subject and treated in the same way as the core and foundation subjects, using a variety of experience, teaching and learning strategies. The use of concrete and tangible approaches to teaching is encouraged together with developing abstract thinking. In most instances the teacher is

able to provide resources and educational opportunities which meet the child’s needs within the normal class organisation. Support staff may be used to assist if required (see SEND policy).

**9. Foundation Stage**

RE is an integral part of the topic work covered during the year. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the RE aspects of the children’s work to the objectives set out in the Early Learning Goals. Children will be taught RE by focusing on major world religious festivals and celebrations such as Christmas and Diwali. During topics such as ‘Ourselves’ and ‘People who help us’, children will find out about events that are important to them and their family. Children will also be introduced to some important religious themes through stories, poems, drama and visits to places of worship.

**10. Resources**

We have boxes of artefacts and books linked to the various faiths and themes covered, together with a set of Bibles. Each class also has copies of a Children’s Bible as well as an RE section in the school library. The subject is also enhanced by the use of ICT and of the Interactive Whiteboard.

Adopted and signed on behalf of the School Governing Body on	
Name of Governing Body Representative	Rev Sue Burchell
Signature of Governor	
Name of Subject Leader	Sandra Findlay
Signature of Subject Leader	
Name of Headteacher	Neil Blackwell
Signature of Headteacher	
Policy due to be reviewed in	Autumn 2017

## **Appendix 1**

### **RE in the Early Years Foundation Stage**

In line with the DfE's 2013 EYFS Profile RE should, through planned, purposeful play and through a mix of adult-led and child-initiated activity, provide these opportunities for pupils.

**Communication and language:** children listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions; use talk to organise, sequence and clarify thinking, ideas, feelings and events; answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources; talk about how they and others show feelings; develop their own narratives in relation to stories they hear from different traditions.

**Personal, social and emotional development:** children understand that they can expect others to treat their needs, views, cultures and beliefs with respect; work as part of a group, taking turns and sharing fairly, understanding that groups of people, including adults and children, need agreed values and codes of behaviour to work together harmoniously; talk about their own and others' behaviour and its consequences, and know that some behaviour is unacceptable; think and talk about issues of right and wrong and why these questions matter; respond to significant experiences showing a range of feelings when appropriate; have a developing awareness of their own needs, views and feelings and are sensitive to those of others; have a developing respect for their own cultures and beliefs, and those of other people; show sensitivity to others' needs and feelings, and form positive relationships.

**Understanding the world:** children talk about similarities and differences between themselves and others, among families, communities and traditions; begin to know about their own cultures and beliefs and those of other people; explore, observe and find out about places and objects that matter in different cultures and beliefs.

**Expressive arts and design:** children use their imagination in art, music, dance, imaginative play, and role-play and stories to represent their own ideas, thoughts and feelings; respond in a variety of ways to what they see, hear, smell, touch and taste.

**Literacy:** children are given access to a wide range of books, poems and other written materials to ignite their interest.

**Mathematics:** children recognise, create and describe some patterns, sorting and ordering objects simply.

These learning intentions for RE are developed from relevant areas of the Early Years Foundation.