



Religious Education Policy

Updated November 2020

The policy will be reviewed by the Curriculum Committee every three years, or sooner in the event of a change in legislation.

Signed

Head Teacher: Rosalind Owen

Chair of Governors:

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Introduction

At St. Michael's C of E Primary School, Religious Education (RE) plays an important role in expressing the Christian vision of the school. RE reflects the school's ethos and values, including our seven Christian values of: love, honesty, determination, responsibility, kindness, friendship, and respect, and promotes the understanding of people of all faiths and none. RE is a key subject in contributing to the overall development of our children, who come from many different backgrounds and traditions and faiths. Our strength lies in the celebration of this diversity and the wide range of experiences our children bring to the study of RE.

The Legal Position

Every maintained school in England must provide a basic curriculum (RE, sex and relationship education and the National Curriculum). This includes provision for RE for all registered children at the school, except for those withdrawn by their parents (see paragraph below). The school, in accordance with its Trust Deed, provides religious education for all children registered at the school. Following advice from the Oxford Diocesan Board of Education, the governors decided that religious education in our school should be based upon a mix of the Oxfordshire Agreed Syllabus and RE Today's Understanding Christianity resource. These both reflect the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019. The statutory section 48 (SIAMS) inspection will evaluate RE and the way that it expresses the Christian vision of the school and look for evidence of progress and attainment. Religious education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious world-views that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none. This is religious literacy.

The aims of RE in our school are:

- For children to develop their own thinking and understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.
- To gain knowledge and understanding of a range of religions and worldviews (including non-religious views) appreciating diversity, continuity and change within the religions and worldviews being studied.
- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence locally, nationally and globally in the lives of individuals, cultures and societies at different times.
- For children to explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Curriculum and Time Allocation

The RE curriculum at St Michael's Primary School has been approved by the governors. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. Two-thirds of curriculum time is devoted to Christianity and the children also study aspects of Judaism, Hinduism, Islam and non-religious views. (see Appendix for Key Questions followed in Years 1 to 6).

Between 5% and 10% of the total curriculum time is given to RE, which is taught in dedicated weekly lessons or blocks of lessons as appropriate. The time dedicated to RE is separate from the time given to Collective Worship. In KS1 this will amount to approximately 36 hours per year; in KS2 this rises to 45 hours per year.

Teaching, Learning and Assessment

All of our teaching and learning in R.E. is based on an exploration of key questions, that are challenging and robust. Learning is organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, wonder, and an appreciation of and engagement with universal human values. All faiths are treated respectfully, and opportunities are made for age-appropriate, meaningful discussion. We encourage the children to ask questions, listen and reflect. We plan activities to make R.E. both interesting and enjoyable, using creative arts as well as linking with other areas of the curriculum. We draw on the expertise of members of the community and visit places of religious significance to make learning about, and from, religion a rich and vivid experience.

A variety of resources, styles, and techniques are used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background.

Assessment and feedback procedures are robust and meet the requirements of Oxfordshire's Agreed Syllabus and Understanding Christianity. Children engage in a variety of activities which enable teachers to assess what they have learnt and to inform future planning.

Monitoring and Evaluation

The RE subject leader and Senior Leadership Team monitor teaching and learning in RE in accordance with school policy. The RE subject leader observes teaching, conducts work scrutinies and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. The headteacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed.

Resources

The RE subject leader ensures that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources include source materials (e.g. Bibles, artefacts, books, visitors) as appropriate and are treated with respect by all staff. Other resources include those made available through:

<https://www.retoday.org.uk/>

<http://www.natre.org.uk/>

<http://www.understandingchristianity.org.uk/>

The Right of Withdrawal

Children may be withdrawn from RE or part of RE by a parent or guardian in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school.

Appendix

	Key Questions	
Year 1	Who made the world? Why does Christmas matter to Christians? What is the good news Jesus brings? Why does Easter matter to Christians?	Christianity
	Do we need shared special places?	Judaism
	What do Muslims learn from stories about Mohammad?	Islam
Year 2	Who made the world? * Why does Christmas matter to Christians? * Is it important to celebrate new year? * Why does Easter matter to Christians? * What is the good news Jesus brings? <i>*Deepening learning from Year 1</i>	Christianity
	Is it important to celebrate new year? How should you spend the weekend?	Judaism
Year 3	What is it like to follow God? What is the trinity? Why do Christians call the day Jesus died 'Good Friday'? When Jesus left what was the impact of Pentecost?	Christianity
	What is the meaning of light?	Christianity, Hinduism & Judaism
	Can made up stories tell the truth?	Christianity & Hinduism
Year 4	What do Christians learn from the Creation story? What is it like to follow God? * Why do Christians call the day Jesus died 'Good Friday'? * When Jesus left what was the impact of Pentecost? * <i>*Deepening learning from Year 3</i>	Christianity
	Does prayer change things? Is a holy journey necessary for believers?	Hinduism, Islam & Christianity
Year 5	What does it mean if God is holy and loving? Was Jesus the Messiah? What did Jesus do to save humans? What kind of king is Jesus?	Christianity
	Do Muslims need the Qur'an?	Islam
	What is best for our world? Does religion help us to decide?	Islam & Sikhism
Year 6	How can following God bring freedom and justice? Creation and science: conflicting or complementary? What difference does the resurrection make to Christians? What would Jesus do?	Christianity
	Do clothes express beliefs? Can we know what God is like?	Multi-faith