



Appleton C of E Primary School

“Building wisely for life”

RE policy

One of our major aims at Appleton Primary School is to develop independent, creative and resilient pupils who become enthusiastic life-long learners. One aspect of achieving this is our approach to teaching and learning in RE lessons.

Religious education in Appleton C of E Primary School asks about meaning and purpose in life from beginning to end. It gives space for individual reflection and wondering who and why; it explores Christianity, other principal religions and world views, and how they affect the fabric of personal and social life; it identifies the reality of evil, injustice and suffering and it opens up visions of how life for all the world’s citizens may be transformed by truth, beauty and goodness.

RE helps children to be empathic and respectful of all people, wherever they are from or what they believe. It allows children to question and explore their own thoughts in a safe and non-judgemental space, leading children to respect human rights and fundamental freedoms.

Rationale

In this Church of England school, the Religious Education provided is in conformity with the rites, practices and doctrines of the Church of England as laid down in the Trust Deed.

RE plays a major part in promoting the Christian aims, values and ethos of our school as expressed in our vision of “Building wisely for life” and our mission of being: *A happy and welcoming school community where we learn to build wisely for life by following Jesus’ example of love and care, and by aiming to be the best we can for ourselves and the good of others.*

The school has adopted the RE syllabus produced by the Oxfordshire Agreed Syllabus for Religious Education and uses ‘Understanding Christianity’ resources alongside this.

Following Diocesan guidelines, the proportion of dedicated curriculum time allocated to RE weekly is 5%. We also provide additional RE time throughout the year to inspire our pupils and staff actively look for opportunities for cross curricular links with RE in their planning. In addition to this we Within that, the balance of time allocated to focus on Christianity is approximately two-thirds and to other faiths, one-third. If appropriate, the non-Christian faiths should be drawn on when studying the syllabus units to develop and deepen understanding. This will also help to keep the balance of time spent on non-Christian faiths while following all the units of the Diocesan syllabus. We dedicate 5% of curriculum time each week to RE teaching

Appreciating the different faiths of children attending the school and that of the community, the other faiths studied will be predominantly Islam, Hinduism and Judaism, following the Oxfordshire Agreed Syllabus. Elements of the RE syllabus may be reinforced through Collective Worship within the school and in cross-curricular links throughout the curriculum.

Aims

At Appleton C of E Primary School we believe that our high-quality RE provision helps children to find out more about themselves, others and God. We encourage children's values and spiritual development to be explored throughout the whole school.

In our school, RE is child-centred should:

- Nurture the children's own personal faith/commitment within a clear ethos of respect for all beliefs.
- Contribute to the children's personal development including spiritual, moral, social and cultural development, with reference to our PHSE policy and curriculum.
- Give the children an opportunity to explore the nature of religious language and symbolism.
- Value the children's own faiths/no faith and also introduce them to other faiths.
- Develop self-concept and personal narrative.

Our RE curriculum

We follow the Oxfordshire Agreed Syllabus for RE and use the 'Understanding Christianity' resources alongside this for planning and delivering high-quality RE about Christianity. This approach enables deepening of learning across different years, as the cyclical nature of the resource allows children to revisit aspects of the curriculum in other years. This builds age-appropriate understanding and allows teachers to deepen and embed learning in RE.

In the **EYFS** RE teaching supports the achievement of the Early Learning Goals and is delivered using the three characteristics of effective teaching and learning: playing and exploring, active learning and creating and thinking critically.

In **key stage 1** the emphasis is on enquiring into experience and feelings to help explore the question 'What is special in and about life?'

Throughout key stage 1, pupils explore key questions through conceptual enquiry into Christianity whilst also drawing from at least one of Hinduism, Islam or Judaism, as well as non-religious worldviews as appropriate. Teachers should also take the pupils' own background, experiences and questions into consideration.

- They learn about different beliefs about God and the world around them.
- They encounter and respond to a range of stories, artefacts and other religious materials. They learn to recognise that beliefs are expressed in a variety of ways, and begin to use specialist vocabulary.
- They begin to understand the importance and value of religion and belief, especially for other children and their families. Pupils ask relevant questions and develop a sense of wonder about the world, using their imaginations.
- They talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.

In **key stage 2** children build on this knowledge to enquire into experience and beliefs, focussing on 'How do religious and other beliefs, traditions and practices make a difference in people's lives?' Throughout Key Stage 2, pupils explore key questions through conceptual enquiry into Christianity whilst also drawing from Hinduism, Islam and Judaism, as well as non-religious worldviews as appropriate, recognising the impact of religion and belief locally, nationally and globally.

- They make connections between differing aspects of religion and consider the different forms of religious expression. They consider the beliefs, teachings, practices and ways of life central to religion.
- They learn about sacred texts and other sources and consider their meanings.
- They begin to recognise diversity in religion, learning about similarities and differences both within and between religions and beliefs and the importance of dialogue between them.
- They extend the range and use of specialist vocabulary.
- They recognise the challenges involved in distinguishing between ideas of right and wrong, and valuing what is good and true.
- They communicate their ideas, recognising other people's viewpoints.
- They consider their own beliefs and values and those of others in the light of their learning in religious education

Principles of teaching and learning

All RE lessons are planned to engage *all* children, allowing all learners to access the lesson and expand their RE knowledge and skills. This can take the form of discussions, debates, music, writing, drama, art and computing. Where possible, we link to children's own experience of different religious festivals and events, both at home, in school or in a place of worship. We regularly visit our church and other local places of worship, such as the Oxford Synagogue. This gives children first-hand experience of a variety of different religious traditions.

The needs of children on the SEN register will be accounted for and appropriate to their pupil profiles, with reference to the SEN policy.

When planning RE lessons we focus on a "big question", to allow children to enquire about the area being taught and explore different answers.

Resources and planning

Our RE coordinator monitors long and medium term planning to ensure curriculum coverage. This ensures that content is selected and planned to cover important aspects of Christianity and other major religions. When planning, teachers look for opportunities to branch out and embed RE across the curriculum.

The RE coordinator monitors the resources available, ensuring that we have the required books and artefacts in order to teach RE effectively.

We talk about RE teaching regularly in staff and TA meetings, looking at planning, teaching and outcomes. We look at written outcomes as well as others (such as art or music) and discuss strengths and areas for development across the school.

Assessment, progression and monitoring

RE is monitored regularly by the headteacher, SLT and the RE coordinator, as well as self-evaluation by teachers. Monitoring happens in conjunction with the school development plan.

Written outcomes in RE are marked in accordance with our “Effective Feedback and Marking” policy.

Assessment is a statutory requirement of the Agreed Syllabus. However it is also recognised that, “there are aspects of RE that cannot and should not be assessed.” For convenience and continuity, the Agreed Syllabus conference agreed that schools will continue with the two Attainment Targets:

AT1 Learning about Religion includes enquiry into, and investigation of, the nature of religion. It focuses on (i) beliefs, teachings and sources; (ii) practices and ways of life and (iii) experience and expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It includes identifying and developing an understanding of ultimate questions and ethical issues.

AT2 Learning from Religion is concerned with developing pupils’ critical reflection on, and personal response to, their own experiences and their learning in RE. It develops pupils’ skills of application, interpretation and evaluation of what they learn about religion, particularly questions of (i) identity and belonging; (ii) meaning, purpose, truth and (iii) values and commitments, and communicating their responses.

Review

The school’s RE policy is consistently applied throughout the school and is reviewed at intervals to ensure that it is understood by all new members of staff and that it reflects best practice and what works for our school and children.

Policy review date: November 2018

Future review date: November 2019