



St Michael's Church of England Primary School

Religious Education Policy

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Our School Vision

As a school community, we aspire to develop life-long learners who have the confidence to explore the world around them and grow as unique individuals. We provide a safe family environment, inspired by Christian values, in which the flourishing of each enables the flourishing of all.

'This little light of mine, I'm going to let it shine!'

'Let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' Matthew 5:15

The Legal Position

The school, in accordance with its Trust Deed, provides religious education for all pupils 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 the Pan-Berkshire agreed syllabus and delivered through the Oxford Diocese Scheme of Work along with the Understanding Christianity resource. 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.

Aims of Religious Education

Religious education aims in our school are:

- To enable pupils to know that religious traditions in Great Britain are in the main Christian, while taking into account, the teachings and practices of the other principle religions and worldviews represented in Great Britain.
- To enable pupils to know about and understand other world religions, religious and non-religious world views and their impact on society, culture and the wider world.
- To enable pupils to consider and express their own ideas and insights.
- To contribute to the spiritual, moral, social and cultural development, as well as offering important opportunities for exploring British values.
- To develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions

The purpose of religious education is not designed to promote any religion or worldview on pupils. Furthermore, while exploring responses to ultimate questions, non—religious worldviews, such as secularism and humanism, should be considered.

Planning and Delivery

The religious education curriculum is based on the Oxford Diocese Scheme of work (Big questions). Each year starts with a 'core unit', setting out some of the academic approaches to the study of religions and worldviews. Our curriculum is open, enquiring, exploratory, experimental RE, suitable for pupils who have a religious faith of their own as well as for those who have no religious background. The approach allows teachers to explore the disciplines of Theology (**believing**), Human and Social Science (**living**) and Philosophy (**thinking**).

By the end of both Key Stages the children are expected to achieve the four main outcomes in their study of Christianity and to achieve at least two of these outcomes for each of the other religions studied based on the guidance set in the agreed syllabus.

Key Stage One:

Key Stage 1 Expected outcomes - Enquiry and Impact

- Recognise and give simple accounts of the core beliefs.
- Retell a range of religious stories and explain how they link to the core beliefs and practices.
- Describe some festivals, celebrations and practices and say how they reflect the core beliefs.
- Recognise the roles of religious leaders and sacred texts.

Key Stage Two:

Lower Key Stage 2 Expected outcomes - Enquiry and Impact

- Explain the significance of religious leaders and sacred texts.
- Describe a range of ways that believers express their core beliefs and make the links between belief and expression.
- Identify how core beliefs can guide lifestyle choices.
- Recognise how religious identity can be shaped by family, community and practice.

Upper Key Stage 2 Expected outcomes - Enquiry and Impact

- Describe and explain what motivates and inspires believers and how this can be reflected in actions/practice.
- Explain and demonstrate how and why believers show courage and commitment.
- Explain how beliefs, practices and community can support or determine responses to matters of life and death.
- Give examples of how core beliefs can be interpreted in different ways leading to diverse expression and behaviour.

Teaching, Learning and Assessment

RE is taught using an enquiry based approach. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage with the appropriate strands of the British Values agenda. All faiths will be treated respectfully and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

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

Assessment procedures will follow those of the final statements within the Oxford Diocese scheme of work and be in line with the assessment process in foundation subjects. Students will engage in a variety of activities which will also enable teachers to assess what they have learnt. Each class will keep a record of their learning within an RE Class Book. Additional records kept will include information about pupils' experiences and judgements about their attainment and progress, as well as being used to inform planning.

Curriculum and Time Allocation

The RE curriculum at St Michael's C of E Primary school, follows the Pan-Berkshire agreed syllabus and delivered through the Oxford Diocese Scheme of Work along with the Understanding Christianity resource, as agreed by the governors. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. Approximately 2/3rds of the time is devoted to Christianity. Other religions are covered according to the syllabus; e.g. Judaism in KS1, Hinduism & Sikhism/Islam in KS2. Along with non-religious worldviews.

Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with school policy. The RE Subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. Head teacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed. The terms of reference from the SIAMS toolkit and self-evaluation will be considered when evaluating the provision of RE and staff CPD will be planned accordingly.

Resources

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (e.g. Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

Withdrawal from religious education

Parents may withdraw their children from all or any part of religious education and 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. Parents who wish to withdraw their children must provide written notification to this effect.