



/Aspire to succeed * Believe in yourself * Achieve your goals

POLICY for RELIGIOUS EDUCATION

Charlton-on-Otmoor Church of England Primary School is a Voluntary Controlled School and as such we foster strong links with our local community in working together to provide rich learning opportunities for our pupils. The ethos of our school provides a welcoming, secure and stimulating environment and this is reflected in a religious education programme that is inclusive and relevant to the spiritual, moral, social and cultural development of all our pupils.

RE at our school is based on the Oxfordshire Agreed Syllabus.

Aims

- Provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human.
- Develop pupil's knowledge and understanding of Christianity, other principal religions, and other world views that offer answers to questions such as these.
- Offer opportunities for personal reflection and spiritual development.
- Enhance pupil's awareness and understanding of religions and beliefs, teachings, practices and forms of expression as well as the influence of religion on individuals, families, communities and cultures.
- Encourage pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning.
- Challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- Encourage pupils to develop their sense of identity and belonging and enable them to flourish individually within their communities, and as citizens in a pluralistic society and global community.
- Play an important role in preparing pupils for adult life, employment and lifelong learning enabling them to develop respect and sensitivity to others, in particular those whose faiths and beliefs are different from their own.
- Promote discernment enabling pupils to combat prejudice.

Objectives

In RE at our school we aim to enable pupils to:
learn *about* religion (attainment target 1) by:

- developing a knowledge and understanding of religious beliefs and teachings;
- developing a knowledge and understanding of religious practices and lifestyles;
- explaining meanings within religious language, story and symbolism.

learn *from* religion (attainment target 2)_by:

- reflecting on aspects of human nature, identity, personality and experience especially in the light of one's own beliefs and experiences;
- identifying and responding to questions about the nature, meaning and purpose of life;
- giving informed and considered responses to religious and moral issues.

RE is carefully planned to ensure balance between these two areas of the subject.

Religious Education Curriculum Planning

Planning for RE occurs in three phases: long-term, medium-term and short-term. The Oxfordshire Agreed Syllabus for Religious Education gives a broad brushed outline of what we teach in the long term. The diocesan scheme of work goes into more detail.

Long-term planning in RE provides an overview of when the syllabus units of study are to be covered throughout the school. It also determines the general theme for each unit of study and the focus. Key Stage One Themes focus on Christianity and Judaism and Key Stage Two themes focus Christianity, Islam, Judaism and Hinduism. The medium-term RE plans give broad details of the main teaching objectives for each term. They ensure an appropriate balance and distribution of work across each term and are used and applied in line with our general principles of learning and teaching. This approach links learning in RE to the class themes but some aspects are taught discretely as appropriate. Teachers make their own short-term plans for each lesson in RE that identify objectives, activities and classroom management.

Throughout religious education, the development of skills and attitudes is planned for as well as progression in knowledge and understanding. Pupils engage in a variety of activities that are structured to allow opportunity for reflection, exploration of beliefs and values, questioning and enquiry, investigation and personal response.

The Foundation Stage

Unlike other curriculum subjects, religious education is statutory for children in reception classes. In the Foundation Stage RE is taught in the context of the EYFS through topics such as Myself and celebrations of festivals. RE makes a significant contribution to children's knowledge and understanding of the world and their personal and social and spiritual development. RE in the foundation stage provides opportunities for children to investigate their feelings and relationships and to explore and wonder at the world around them. There are opportunities for them to think about how the choices they make and the things they do affect themselves and others. Stories, pictures, websites and artefacts help to provide insights into the beliefs, practices and lifestyles of different people.

Teaching Religious Education to pupils with special needs

Religious Education makes a significant contribution to inclusion, particularly in its focus on promoting respect for all.

All pupils have an entitlement to high quality RE, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education for all pupils. We provide learning opportunities that are matched to the needs of specific groups of pupils. Learning takes into account the targets set for individual pupils in their individual education plans (IEPs). Teachers support learning by selecting and developing practical, interactive and visual strategies and materials.

Opportunities are provided for children to achieve higher attainment targets as appropriate.

Assessment and recording

The assessments that teachers make as part of every RE lesson help them to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They note achievement and progress by assessing the pupils' work against the learning objectives for their lessons. We use the 'knowing it, living it, linking it' to guide us in making annual reports to parents. In the Foundation Stage assessment is by observation.

Monitoring and review

Monitoring of the standards of pupils' work and of the quality of teaching in RE is the responsibility of the headteacher along with the RE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of RE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

All governors watch a lesson in their responsibility area during the year as part of the monitoring function of the Governing Body.

Resources

There is a good range of resources to support the teaching of RE across the school. This includes collections of artefacts for each of the major world religions, books, posters and CDs. Most of these resources are kept in religious themed boxes but further books are available to pupils in the library. We also use web sites to support our teaching, such as REonline. The Area Dean, Vicar and lay preachers from the church also provide support.

Parents have a legal right to withdraw their children from religious education, though we hope that any who may wish to do so will contact the school to discuss any matters of concern before making such a decision.