

OAKDENE PRIMARY SCHOOL

RELIGIOUS EDUCATION POLICY



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Introduction

According to the Education Act of 1988 and subsequent documents, Religious Education is a statutory part of the basic curriculum although, unlike the National Curriculum, it is administered at a local rather than at a national level. It also has equal standing in relation to the core and other foundation subjects although, again, it is not subject to nationally prescribed attainment targets and assessment procedures.

Religious Education encourages children to value diversity in our community as well as learn about the wider teachings and traditions of different religions. Religious education provides children with the opportunity to question and understand different beliefs in a non-biased, safe and respectful environment.

Although RE is a distinct subject it makes important contributions to their parts of the curriculum, eg PSHE, SEAL, SMSC as well as developing higher order thinking skills, spiritual development and deep personal development.

Aims

“Young people today are growing up in a world where there is increasing awareness of the diversity of religious and non-religious worldviews, and they will need to live and work well with people with very different worldviews from themselves.” – Commission on Religious Education 2018

Our Curriculum Aims and Intentions

- To provide children with opportunities to become familiar with Christianity and the other principal religions of our society such as Islam, Hinduism, Buddhism, Judaism and Sikhism.
- To provide children with opportunities to study religion, beliefs and attitudes through discussion, research and first hand experiences to develop their social, cultural and spiritual development.
- To provide opportunities for children to explore other people's differences positively and not to fear them.
- To equip children with the skills, values and attitudes to be successful life-long learners.
- To support children to explore differing world views and develop understanding of religious and non-religious experiences.
- To provide meaningful experiences such as visitors to school, trips to places of worship and drama related to bible stories to immerse children and allow them to develop understanding of differing world views.

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Implementation of Locally Agreed Syllabus

The staff at Oakdene Primary school will follow the Stockton Agreed Syllabus (2019)

Religious Education at Oakdene will reflect and represent the religions found within the school community. It will also take into account the religions found in the immediate geographical area surrounding the school (locally) and beyond (nationally and globally).

The Locally agreed Syllabus follows a progression in Christianity, Islam and Themes (which includes Buddhism, Judaism, Hinduism, Sikhism and comparative studies in upper KS2). Units follow an enquiry question or theme which acts as a stem for activities.

RE in the Foundation Stage

Very young children explore the world of religion through direct hand on experiences. Experiences provided are real and relevant and focus on the child's natural curiosity to learn more about the world around them.

Experiences may include, visiting a place of worship, experiencing a special person visit school to read a story experiencing a religious celebration or exploring different ways of expression through music and art. The focus at this stage allows young children to reflect upon their own feelings and experiences about the world around them.

RE at Key Stage 1

Children explore different beliefs about God and the world around them with special focus on Christianity and Islam. They also explore themes in Sikhism and Judaism. They explore a range of stories, artefacts and visit different places of worship to allow them to begin to value religion and different beliefs. They explore new vocabulary linked to religion. Children are encouraged to talk about what is important to them, reflecting on their own experiences and developing their sense of belonging. They begin to listen to what is important to others and become more aware of differences.

RE at Key Stage 2

As children develop, they begin to make connections between religions and consider different forms of religious expression. They explore Christianity, Islam and Hinduism in more detail and explore different religions such as Sikhism, Judaism and Buddhism. They consider the beliefs, teachings, practises and ways of life central to religion and compare similarities and differences. They explore and recognise their ideas of right and wrong and what is good and true. They explore other people's world views and consider their own beliefs on reflection. They build up their specialist vocabulary. Children begin to recognise the impact of religion and beliefs locally, nationally and globally.

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Role of the Teacher

1. Class teachers are responsible for planning and delivery of R.E.
2. Plan and deliver lessons following the Stockton Agreed Syllabus 2019
3. Differentiate work to meet the needs of the pupils
4. Mark work and provide feedback in line with the agreed marking policy.
5. Ensure children are challenged through appropriate questioning
6. Provide rich and engaging opportunities to immerse children in religion and world views including trips and visitors where appropriate.

All trips and experiences are currently subject to COVID-19 restrictions

Role of the Subject leader

1. To liaise with colleagues and assist in the planning of R.E.
2. To organise and monitor resources.
3. To identify and order future resources.
4. To support teachers in providing opportunities and organise visits and visitors to school where appropriate.
5. To monitor delivery of R.E through the whole school monitoring programme.
6. To provide INSET to keep whole staff aware of current educational thinking.
7. To identify INSET needs that require advisory staff and consultants.
8. To review and evaluate the Scheme of Work in line with the Agreed Syllabus for Stockton.
9. To evaluate the R.E. policy on a regular basis.

Assessing the Impact of RE

Formative Assessment will be ongoing through teacher observations, discussions and marking of books.

Tracking grids will be completed at the end of each unit of work to highlight which children are working towards, at expected or exceeding expectations in RE. The statements to describe each of these levels will be taken from the Agreed Syllabus for each unit.

End of unit assessments will be completed to assist class teachers in their judgements. These may be answering a question through role play, art, or written work in KS1 and through written assessments in KS2. The role of these is to gauge a picture of children's understanding of the inquiry question or theme.

End of unit assessments will be monitored and examined by Subject Leader.

Reporting to Parents and Carers

Annual written reports are made to parents in the summer term. Reporting in R.E. focuses on attitudes to R.E. and their achievements.

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Parents' consultations take place in the Autumn term and in the Summer term. The annual report to parents is sent out during July.

SEN

All children are entitled to first quality teaching and class teachers must ensure that children who are considered SEND have an entitlement to personalised teaching from the class teacher.

Work should be adapted and differentiated in class to support children with SEN, with regards to R.E. or for children who are SEN in English and writing.

Right to withdraw

If a parent asks that a pupil be wholly or partly excused from attending any Religious Education at the school, then the school must comply.

Parents are not required to state their reasons for withdrawal. However, it would be helpful to discuss any such decision with parents, to ascertain what is unacceptable to them or if they have any concerns about the policy or provision of Religious Education in school.

Rights Respecting Schools

Article 14 Every child has the right to follow your own religion.

Article 28 Every child has the right to an education.