



Oxford Gardens Primary School Religious Education Policy

Oxford Gardens School follows the Royal Borough of Kensington and Chelsea Agreed Syllabus and the scheme of work, the living difference III scheme, which takes account of the need for progression and continuity ensuring a balanced curriculum is delivered.

Aims

At Oxford Gardens we aim to:

- Promote spiritual, moral, social and cultural development.
- Become increasingly religiously literate.
- Prepare pupils for adult life as a lifelong learner.
- Promote community cohesion.
- Develop moral awareness and social understanding in a diverse community.
- Develop knowledge and understanding of the major religions and beliefs that form our society.
- Be well informed about religions in Britain.
- Develop the ability to make reasoned and informed judgements about religious and moral issues.
- Recognise the right of people to hold different beliefs within a religiously diverse society.
- Understand the place of world religions and world views.
- Be able to disagree respectfully and thoughtfully whilst considering and analysing issues of diversity.

Teaching and Learning

Teaching the programmes of study should contribute to pupils' knowledge and understanding and provide opportunities for reflection on the following areas:

- Belief and Teachings - e.g. stories, prophets, founders, books, God/gods, self-sacrifice, truth, life after death, Religious Practices and Lifestyles - e.g. people, festivals, pilgrimages, places, events, artefacts, lifestyle choices, effects on individuals.
- Ways of Expressing Meaning - e.g. art, music, literature, symbolism, poetry, dance, drama, prayer, silence/stillness.
- Human Identity, diversity and belonging - e.g. preferences, relationships within family and community, influences on own lives, inspirational people.

- Questions of meaning, purpose and truth - e.g. amazement, sadness, disappointment, joy, awe, in connection with the natural world and life's journey, ultimate questions of life raised by life experiences.
- Values and Commitments - e.g. values, ethics, principles, rules, moral dilemmas

The teaching of RE seeks both to impart knowledge and develop understanding of religious experiences, feelings and attitudes through a variety of teaching and learning approaches. RE teaching draws on a wide range of key strategies for learning, including: open questioning, thinking skills, literacy, discussion, expressive arts and creativity, visits and visitors, resources for learning. Religious education is about the teaching and learning of religions, to develop understanding of religions not to preach a particular faith.

Provision

i) Foundation Stage

In the Foundation Stage Religious Education will be covered through both Knowledge and Understanding of the World (KUW), Personal, Social and Emotional Development (PSE) and on specific religious occasions.

ii) Key Stage 1 & Key Stage 2

Across Key Stage 1 and 2 each class will have an RE Day each half term. This day will focus solely on learning around the focus topic for that term. In addition to this a half hour slot which alternates weekly with PSHE and where applicable a week of R.E tied into the IPC topic.

All classes will prepare a class assembly on an important religious festival, this assembly will present learning around the festival as well as the key features of it. Every major religion will be covered across the year within these assemblies.

All classes will take part in daily collective worship. This can be in the form of a key spiritual, philosophical, moral or religious question and message, which children can meditate to or consider.

Community/Globalised Learning

There are clearly very special opportunities to explore multicultural and equal opportunities issues and a consideration of the environment. Moral questions will be raised and pupils will develop a sense of citizenship in association with our U.N rights respecting charter (the rights of a child). Where possible, links will be made with people and communities within the school community and global community.

Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

Equal opportunities

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex.

Equal opportunities and Special needs

All children must have the opportunity and the encouragement to reach their full potential regardless of special need, race, creed or sex.

To be reviewed annually by the R.E co-ordinator with input from the head teacher, governing body, teachers and pupils of Oxford Gardens Primary School.