



Kidmore End CE Primary School

Religious Education Policy 2022-2025

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Religious Education Policy November 2022



Our values: Kindness, Respect, Curiosity and Resilience, underpin our vision

Our love of learning is seen through the opportunities children have to find out more about the world around them.

From our themed weeks to residential visits, from practical hands-on activities in lessons to stimulating texts in English and reasoning problems in maths, we are challenged on our journey through learning, acquiring knowledge and making the most of the opportunities given.

As a Church of England school our strong links with St John the Baptist, our village church, enhance our learning and understanding of what it means to belong and to care for our local community and beyond.

Aspiring to reach challenging goals, to try something new, to be resilient and then celebrate achievements is what drives us forward; no matter our starting points or background. Children and staff are encouraged to make the most of opportunities on their learning journey in a nurturing and stimulating environment.

‘For everyone who asks receives; the one who seeks finds; and to the one who knocks, the door will be opened’. Matthew 7:8

The biblical text which drives this vision helps in our understanding that God loves us and as we go on that journey of learning, and if we show faith, then we will succeed and flourish. In our nurturing and caring environment, our learners can challenge themselves, grow and explore the ever-changing world.

With this conviction and faith, our school aims to empower all learners to be the best that they can be.

Introduction

At Kidmore End CE Primary School, Religious Education (RE) plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and none. RE has the same high status as any other subject and contributes to the overall development of our children from all backgrounds and traditions.

The Legal Position

Every maintained school in England must provide a basic curriculum (RE, sex and relationship education and the National Curriculum). This includes provision for RE for all registered children at the school, except for those withdrawn by their parents. The school, in accordance with its Trust Deed, provides religious education for all children 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 Oxfordshire Locally Agreed Syllabus while also reflecting the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019. The statutory section 48 (SIAMS) inspection will evaluate RE and the way that it expresses the Christian vision of the school and look for evidence of progress and attainment. 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.

Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious world-views that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none. This is religious literacy.

Therefore, the aims of RE in our school are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Teaching, Learning and Assessment

Intent

At Kidmore End CE Primary School, we hold a strong commitment to the ethos of Christianity; religion and beliefs inform our values and these are reflected in what we say and how we behave. Our Religious Education curriculum has been carefully designed to include biblical stories of journeys to faith, kindness, curiosity, resilience and commitment, which reflect both our core values, and the challenges our children will face on their own learning journeys as they strive to be the very best they can be. These values are an integral part of our Religious Education curriculum and help to develop children's knowledge and understanding of the religions and beliefs that form part of contemporary society.

Through our curriculum children will:

- gain a secure knowledge and understanding of the beliefs, practices and history of Christianity; know a range of stories from the Bible and their chronology
- begin to explore other faiths and perspectives (Judaism, Islam, Hinduism)
- express curiosity about fundamental questions of life, nature and wonderment
- understand and use religious language; recognise some religious symbols
- reflect on belief, practice, values and tradition in order to understand their influence on the individual, on community life and on culture (including spiritual, moral, social and cultural aspects of life)
- understand that for some questions there are no right or wrong answers
- make informed responses to religious and moral issues
- identify the relationship between religious beliefs, human responsibility, global issues and the natural world

Our Religious Education curriculum asks 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. It develops pupils' knowledge and understanding of Christianity, of other principal religions, of religious traditions and world-views. Religious Education also contributes to our pupils' personal development and wellbeing and to community cohesion by promoting mutual respect and tolerance in a diverse society.

Implementation

Religious Education is provided in accordance with the Oxfordshire Diocese Agreed Syllabus and on the most recent practice and educational thinking. Our RE curriculum reflects the fact that the religious traditions in Great Britain are mainly Christian, but also takes into account the teaching and practices of the other principal religions represented in Great Britain. Teachers plan using units from the Oxford Diocesan Scheme, supplemented with the units from the Understanding Christianity resource, which is designed to support teachers in teaching specifically about Christianity. The sequence of units has been designed so that pupils' skills, understanding and knowledge are developed throughout the primary years, enabling them to make connections between different units of learning and to engage in a deep level of critical thinking and personal reflection by the end of Year 6. In Key Stage 1, the content is primarily focused on Christianity, with some reference to Judaism. In Key Stage 2, in addition to Christianity there is teaching on Hinduism (in Year 4) and Islam (in Year 5). Year 6 content draws ideas from all these together in multi-faith units.

Religious Education is taught through an engaging, enquiry-based approach, which provides opportunities for all pupils to explore questions, experiences and concepts related to an understanding of the principal faiths in Britain; and to consider how these fit with their own identity and personal experiences. Lessons are centred on key questions, which pupils respond to through a range of activities including:

- handling artefacts
- exploring sacred texts
- using imaginative play or drama to express feelings and ideas
- responding to images, games, stories, art, music and dance
- meeting visitors from local religious communities
- making visits to religious places of worship where possible, and where not, making use of videos and the internet
- taking part in whole school events (Harvest Festival, Christmas Services, school performances)
- participating in moments of quiet reflection
- using ICT to further explore religion and belief globally
- comparing religions and worldviews through discussion
- debating and communicating religious belief, worldviews and philosophical ideas and answering and asking ultimate questions posed by these

Religious Education is taught as a weekly lesson but also occasionally as a larger block of lessons if teachers feel this will have a more positive impact on learning. There is also some additional cross-curricular coverage of RE including teaching through other subjects, such as history, whole school events, assemblies and collective worship. In Early Years, curriculum units are taught as part of continuous provision throughout the year, with the exception of the Christmas and Easter units, which are taught at the relevant point in the year.

Religious Education lessons teach and develop the following specific skills:

- Asking and answering questions
- Analysing texts
- Examining artefacts
- Describing and analysing behaviours
- Making comparisons
- Identifying and explaining connections

- Giving reasons
- Explaining impact
- Using evidence
- Drawing conclusions
- Debate and dialogue

Our engaging, high challenge, well sequenced curriculum and enquiry based approach to learning encourages pupils to be curious and to ask increasingly challenging questions regarding religion, faith, values and human life. Pupils have a secure knowledge of principal religious beliefs (Christianity, Judaism, Hinduism, and Islam), language and traditions. They are able to express their own ideas in response to the material they engage with and are able to give coherent reasons to support their ideas and views. They understand that people may choose or choose not to follow a religion and that a person's religious beliefs can shape their actions in many contexts including school, the local area and the wider world. Pupils can identify connections between the beliefs and practices studied and demonstrate our school values by being respectful of different religions, cultures and ways of life.

Our Religious Education curriculum develops skills that are progressive, transferable to other areas of the curriculum, and contribute to spiritual, cultural, moral and social development. Through carefully sequenced lessons, investigations and reflections on fundamental questions, pupils are able to expand their knowledge of a range of religions and to develop their own personal values and identities.

Monitoring and Evaluation

RE subject leader will monitor teaching and learning in RE in accordance with the 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. The headteacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed.

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.

The Right of Withdrawal

Children may be withdrawn from RE or part of RE by a parent in accordance with Schedule 19 to the School Standards and Framework Act 1998; 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 and provide suitable activities for their children. The school will keep children safe but will not provide any work or reading material for children who have been withdrawn.