

Date	Amendment	Minute number
8 th November 2018	Right of withdrawal Updated curriculum	



'Learning and Growing Together'

Religious Education Policy

Religious education provides rich opportunities for our children to learn about things that matter in the lives of many people in the local area and the wider world. Religious education allows our children to study beliefs, teachings and ways of living so that they can explore a range of responses to questions of identity, meaning, purpose, values and commitments thus reflecting upon their own ideas and values. Our Religious Education is taught through our key core values and vision of our school;

Learning-

we develop our wisdom, knowledge and skills

Growing-

in our character development, hope, aspiration, resilience and social action

Together-

so our community can live well together, showing dignity and respect.

We hope that through our RE teaching our children will begin their journey into recognising respect and diversity.

The Agreed Syllabus

We follow the Agreed Syllabus for RE 2016-2019. The principal aim of RE is "to enable children to participate in an ongoing search for wisdom, through exploring questions raised by human experience and answers offered by the religions and beliefs of the people of Derbyshire and the wider community, so as to promote their personal development."

The RE in the agreed syllabus;

- Provokes challenging questions
- Develops children's knowledge and understanding of Christianity and Hinduism.
- Offers opportunities for personal reflection and spiritual development.
- Enhances children's awareness and understanding of religions and beliefs.
- Encourages children to learn from different religions and beliefs.
- Challenges children to reflect, analyse, interpret and evaluate.
- Encourage children to develop their sense of identity and belonging.
- Enables them to flourish within their communities.
- Enables children to develop respect for and sensitivity to others. Our Aims for RE are to :

Curriculum Time for RE

As a voluntary controlled (VC) school we have a statutory duty to deliver religious education. Parents may withdraw their children from RE Lessons and the school has a duty to supervise them though not to provide additional teaching or to incur extra cost.

4-5s	36 hours of RE, integrated into learning e.g. part of personal social and emotional development and understanding of the world
5-7's	36 hours of tuition per year
7-11's	45 hours of tuition per year

We do not class RE as collective worship it is distinct although links may be made within topics and themes. Christianity is taught in each key stage. As a school we have chosen to also study Hinduism. The purpose of RE is to enable children to be ready to live in the wider world: the religion, the nation, the global community. As a school we promote diversity.

The contribution of RE to the wider school aims and ethos

RE plays a significant role in the personal development of our children, we foster respect, tolerance and consideration of peoples beliefs, promoting social cohesion. RE also plays an important part in promoting the spiritual, moral, social and cultural development of pupils.

At school we encourage

- Self-understanding,
- Respect for all, open mindedness
- Curiosity and wonder
- Commitment
- Fairness
- Enquiry

We want our children to;

- Investigate, interpret, analyse

- Reflect, evaluate,
- Empathise
- Synthesise
- Apply, express thoughts

Assessment, achievement and outcomes

In RE we assess using the terminology, Developing Secure and Greater Depth. Each half term following a planned piece of teaching members of staff assess against the objectives taught according to whether there is evidence to show that the children are secure within the objectives, developing or in fact have acquired greater depth.

How do we teach RE: Programme of Study

Our Overview of RE and the Programmes of Study taught can be found below

We use Understanding Christianity to compliment the Derbyshire Agreed Syllabus.

Breadth of Study; At St Oswald's C.E. Primary School our children study the following faiths in depth

	Religions to be studied in depth		
EYFS	Christianity	Hinduism	
Key Stage 1 (Years 1 and 2)	Christianity	Hinduism	
Key Stage 2 (Yrs 3-6)	Christianity	Hinduism	Islam and Sikhism

		Autumn 1 Living (Multi Faith)	Autumn 2 Incarnation	Spring 1 Salvation	Spring 2 Creation	Summer 1 God	Summer 2 Gospel Expressing (Multi Faith)
EYFS		What is special about our world? UC	F2 Why do Christians Perform nativity plays at Christmas? (UC)	F3 Why do Christian's put a cross in an Easter Garden?	F1 why is the word God so important to Christians?		
Year 1	Year A 2017-18	What does it mean to belong? Where do we belong?(1.8)	1.3 Why does Christmas matter to Christians? (UC)	Why does Easter matter to Christians? (1.5)	Who made the world?	Who is a Hindu and what do they believe?	
	Year B 2018-19	What is special about our world?	1.3 Why does Christmas matter to Christians? Digging	What stories are special and why?	What can we learn from Creation stories? (1.2)	Who is an inspiring person and why?	In what ways is a church /temple mosque important to

			deeper section (UC) How and Why do Christians celebrate special times?				believers? (1.5)
Year 2	Year A 2017-18	Who is an inspiring person and why? What do stories of Jesus tell Christians about how to live?	1.3 Why does Christmas Matter to Christians?	Why does Easter matter to Christians? Digging Deeper section (1.5)	What do Christian's believe God is like? (1.1)	In what ways is a church temple mosque important to believers? (1.5)	Special places and symbols; how are symbols, places special to Muslims, Sikhs, Hindus?
	Year B 2018-19	What kind of world did Jesus want? (2a.4)	1.4 What is the good news which Jesus Brings? (Gospel)	What do stories of Jesus tell Christians how to love? (1.4)	What can we learn from Creation stories? (1.2) Digging Deeper section.	Holy Books; Why is the bible so important for Christians?	Festivals (1.6)
Lower juniors	Year A 2017-18	How can we make our village/town/county a more respectful place?	2a 3 What is the trinity?	Why do Christian's call the day Jesus died Good Friday? (2a.5)	What do Christian's learn from the creation story?	What is it like to follow God? (2a.2)	How do people express their faith through the arts?
	Year B 2018-19	What can we learn from religions about deciding what is right and wrong?	How and why do Christians follow Jesus (2.5)	What makes a leader worth following? (2.4) How can following God bring Freedom and Justice? (2b.3)	Can religions help to build a fair world?	When Jesus left , what was the impact of the Pentecost? (2a.6)	Why is pilgrimage important to some religious believers? (2.11)
Upper Juniors	Year A 2017-18	What does it mean to be a Christian/ Muslim/ Sikh/ Hindu/ atheist in Britain today?	Was Jesus the Messiah? (2b.4) Why do Christians believe that Jesus was God on earth?	What did Jesus do to save human beings (2b.6)	Creation and science: conflicting or complimentary? (2b.2)	What kind of king was Jesus? (2b.8) Was Jesus the Messiah? (2b.4)	Why is prayer important for religious believers? (2.11)
	Year B	What would Jesus do? (2b.5 Gospel)	What can be learned from the	What difference does the	What do religions teach about the	What can we learn from	Festivals; what are the

	2018-19		Muslim/Sikh way of life?	resurrection make for Christians? (2b.7)	natural world and why should we care about it?	religions about teaching us what is right and wrong? (2.13) What would Jesus do? (2b.5)	deeper meanings of festivals? What is the purpose and value of a sacred place? (2.8)
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Spiritual, moral, social and cultural development

Section 78 (1) of the 2002 Education Act states that all pupils should follow a balanced and broadly based curriculum which 'promotes the spiritual, moral, social, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'. Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving these aims. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

Personal development and well-being

R.E. plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices. See also PSHCE policy.

Community cohesion

R.E. makes an important contribution to a school's duty to promote community cohesion. It provides a key context to develop young people's understanding and appreciation of diversity, to promote shared values and to challenge racism and discrimination. It provides a positive context within which the diversity of cultures, beliefs and values can be celebrated and explored. RE also provides opportunities to investigate patterns of diversity of religion and belief and forge links with different groups in the local area. R.E. subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. See also PSHCE policy.

Monitoring and Evaluation

The RE Co-ordinator leads RE through school. They monitor and evaluates;

- Through talking to the children and listening to their responses.
- Through learning walks. (Governors and RE leader)
- Subject leader feedback to Governors.
- Sampling children's work and moderating levels of attainment and standards of RE.
- Monitoring the quality of planning and planning for high quality of RE.
- Monitoring the assessment f RE

Equal opportunities

All children take part in RE. There is full inclusion across the school. If a child needs supporting as a result of their special educational need then work will be differentiated accordingly. As mentioned earlier some parents may withdraw from RE if they wish.

Inclusion

RE promotes respect for all/. We aim to promote effective inclusion by building on the different experiences learners bring to RE. we ensure that all aspects of RE meet all pupils learning needs including those with learning difficulties, those who are gifted and talented, girls and boys and for pupils whom English is an additional language. We ensure that RE is accessible to all children.

Right if withdrawal

At St Oswald's C.E. Primary School we are an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience.

This policy was written; November 2018

Taken to governors; November 2018

Review date; November 2020