



Shrivvenham
Church of England Primary School

All things are possible for one who believes

Religious Education Policy

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Mission

We ensure our children learn in a nurturing environment where we value everyone as individuals, care for one another and foster positive emotional growth and well-being. Through our broad and balanced curriculum, we inspire, motivate and challenge our children to become independent and confident learners, maximising intellectual, social, physical and spiritual development. We put Shrivenham School at the heart of village life, actively encouraging partnership with parents, the Church and the wider community.

Vision

Each member of our school family will be given every possible opportunity to develop their abilities, confidence and resilience, to flourish and fulfil their unique potential, to work well together and to positively contribute to the wider community.

'All things are possible for one who believes' (Mark 9:23)

Values

LOVE

Love is the core value that underpins all that we do at Shrivenham CE Primary School. Jesus demonstrated his unconditional love during his time on earth indiscriminately, and as followers of Jesus we aim to walk in his footsteps.

We show love to everyone by putting others before ourselves. By working together as part of a strong and supportive family, we can all achieve more - socially, emotionally and academically.

HOPE

Hope is a core value for our church school because we share in the joy that comes from the belief that there is always hope and all is never lost. Hope is an attitude of mind that we develop through faith in God and each other.

In our school this helps is to keep going even when things get hard and when we face new challenges. Together we can turn hope into reality.

COURAGE

Courage is a core value for our church school because God asks us to be brave in the face of hardship. The book of Joshua reminds us to stand against injustice and to be the best we can be when things are difficult.

At our school, we have courage to stand by our beliefs and are committed to what is right and true.

Curriculum Intent

At Shrivenham CE Primary School we aim to make every day full of wonder, excitement, challenge and fun, equipping today's children for tomorrow's world.

Every child at Shrivenham is recognised and valued as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and making connections. We constantly provide opportunities for the children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding (including British Values) alongside physical development, well-being and mental health. The school provides a highly inclusive environment where learners enjoy their education and pupils at all levels are helped to achieve their potential.

The school's curriculum development is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and providing a purpose and relevance for learning. Community interaction is an essential part of our curriculum and values the chance to involve and be involved. Children are given a wide range of opportunities to take an active role in events throughout the year including sporting and artistic activities. Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, learn from mistakes, self-evaluate, make connections and become lifelong learners

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Introduction

Religious Education (RE) is part of all pupils' entitlement under the Education Act 1996 to receive a broad and balanced curriculum which, "Promotes the spiritual, moral, cultural, mental and physical development of the pupils at the school and of society and prepares pupils for the opportunities, responsibilities of life".

Our philosophy

As a staff we believe that children, whatever their background ability or religious persuasion, will find themselves able to benefit from the experiences of Religious Education. RE must be relevant to the needs of our pupils as members of a multicultural, multi-faith society. This means providing opportunities for pupils to understand themselves and others. We believe that RE encourages a reflective approach to living; a knowledge and understanding of religious beliefs and practices and a development of personal skills in forming reasoned opinions based on evidence and argument. RE makes a strong contribution to the spiritual, moral, social and cultural development of our pupils.

We believe RE forms a distinctive element in the curriculum whilst helping to foster the development of the whole pupil. RE is a preparation for life. The ethos of the school has a profound effect on the pupils and influences each aspect of the educational process. We provide an atmosphere where religion and a spiritual life is a genuine and important dimension of being human. We develop a tolerant understanding of the religious beliefs of others and provide opportunities for pupils to reflect upon and grow in understanding of their own faith.

We have close links with the parish church of St Andrew's, Shrivenham and we also have links with the local Methodist church and the Defence Academy Padre. Shrivenham Church of England Primary School holds Easter, Harvest, Advent, Christmas and other services in the parish church, in addition to our minister taking school assemblies each week. We have also developed class worship sessions, Open the Book assemblies and child-led assemblies linked with our school values. Further details can be found in our Collective Worship policy.

Implicit and Explicit dimensions

RE has two distinct dimensions, the implicit and the explicit, which are of equal importance. Implicit RE is concerned with such areas as personal feelings and experiences, relationships, questions and responses to life and the natural world and in understanding how religion contributes to these. Explicit RE deals with the aspects of specific religions for example writings, festivals, buildings, beliefs, and symbols.

These can be seen simply as - Learning about religion and Learning from religion.

It is essential that both these dimensions are identified and incorporated into schemes of work to ensure a balanced RE programme. At Shrivenham Church of England Primary School, we follow the Oxfordshire Agreed Syllabus 2015 and 'Understanding Christianity'. Whilst Christianity forms the main component in our programme of study, the Oxfordshire Syllabus also requires the study of Judaism in Key Stage 1, with the addition of Sikhism in Key Stage 2. In the Foundation Stage, the exploration of religion is conducted through careful planning in the areas of Personal, Social and Emotional and Developing and Understanding the World.

Aims and objectives

The aims of RE are:

- To be aware of and respond to life experiences and the questions they raise;

- To know and understand religious beliefs and practices;
- To evaluate the significance of religious concepts, beliefs and practices by being able to express personal opinions based on the use of appropriate evidence and argument.

At Shrivenham Church of England Primary School, we aim to encourage children to develop a reflective and caring approach to life through developing the children's knowledge and understanding of the life of Jesus. In our worship together as a Christian community and through our "Values" themes, we strive to stimulate a recognition and enthusiasm for the spiritual dimension in our lives.

We aim to:

- Develop an understanding of the world wide Christian Church
- Provide an education based on the principles of the Established Church;
- Promote spiritual, moral, cultural, and mental development;
- Provide knowledge with which understanding and awareness can be fostered;
- Reflect on the impact of religion on the way people live;
- Learn about the major religions as specified in the Oxfordshire syllabus;
- Produce children who have an understanding, care and concern for people of all faiths;
- Encourage children to respect Christianity and other principle religions showing respect to those holding different beliefs.

Curriculum

Our long term plan details which units of work will be taught during which term within each academic year. RE work is linked as far as possible to the topic theme for the term, so that pupils can see their learning in a meaningful context. The Agreed Syllabus for R.E. (Oxfordshire) outlines a scheme of work which ensures progression and continuity through Key Stages and we have created our own unit plans based on the 'Understanding Christianity' resources.

Teaching and Learning

RE work may be taught weekly or blocked into units, allowing for a more in depth focus to be developed. RE days are planned annually helping children to really engage in the subject matter and be reflective. They approach their learning through a big question each term. Teachers plan activities which will inspire and engage pupils and awaken their curiosity. Children are asked to think creatively and raise questions. In addition to the Oxfordshire scheme of work we also hold fortnightly 'Open the Book' assemblies as a strategy to develop children's understanding and connection with Bible stories as well as annual prayer weeks.

Resources

We are pleased to welcome visitors to our school to talk about their faith and beliefs. We have resources to support the scheme of work, books, artefacts, posters and videos are stored in labelled boxes in the staff room.

Inclusion

All children have an entitlement to RE. Careful planning, differentiated work, resources and a variety of teaching methods and learning styles are all considered to ensure a curriculum for all.

Equal Opportunities

All children regardless of gender, race, culture or religious persuasion are given the opportunity to participate in RE lessons. As members of a multicultural, multi-religious society, children need to be given opportunity to understand the beliefs and motivations of themselves and others.

Marking and Feedback

Teachers will aim to give detailed assessment feedback to pupils once a term (6x a year). This will detail children's strengths and next steps. On a regular basis feedback will be verbal and books will be marked, but not with detailed comments.

Assessment

Not everything taught in RE can be assessed but opportunities will be provided at regular intervals for pupils to demonstrate what they have learnt about religions and what they have learnt from a religion. This assessment can take place through questioning, observation, discussion or written work. Pupils' written work provides useful evidence of attainment and progress.

Three times a year, teachers assess the children's learning against the key performance indicators on our tracking system.

Pupils in KS1 and 2 have a dedicated RE book in which they record and reflect on their work.

Right of Withdrawal

RE at Shrivenham Church of England School is inclusive but we respect the legal right of parents to withdraw their children from religious education. We also respect the right of teachers to withdraw from teaching RE, although recruitment procedures will ensure appointed staff are sympathetic with the aims of a church school.

Monitoring and review

The RE co-ordinator monitors RE by collecting samples of work, observing lessons, talking to children, scrutinising pupil's work books and analysing medium term plans to support and evaluate the planning. We are aware of the need to review the school Religious Education policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will review our policy every two years.