

R.E. Policy

Based on the sample RE Policy for V.C. schools produced by ODBE May 2019

Long Wittenham C.E. Primary School

This policy supports the school vision

Caring For Others And Courageously Striving For Excellence



Last reviewed on: 18th September 2021

Next review due by: September 2022

Introduction

In Long Wittenham School, 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 pupils from all backgrounds and traditions.

The Legal Position

Every maintained school in England must provide a basic curriculum (RE, Relationships and sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents (see paragraph below). As a voluntary controlled school, RE is therefore taught in accordance with the Locally Agreed Syllabus <https://www.oxford.anglican.org/schools/religious-education/religious-education-resources/policies-and-agreed-syllabuses/>, 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 the way that RE contributes to the Christian character of the school and the teaching of RE will reflect this requirement.

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.

Curriculum and Time Allocation

The RE curriculum at Long Wittenham School, follows the Locally Agreed Syllabus. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. **At least 50% of the time is devoted to Christianity.** Other religions are covered according to the syllabus; eg Judaism in KS1, Hinduism & Sikhism/Islam in KS2.

The total time for RE is between 5% and 10%, and it is taught in either weekly lessons or subject specific projects. The time dedicated to RE is separate from the time given to Collective Worship. In KS1 this will amount to approximately 36 hours per year; in KS2 this rises to 45 hours per year.

Teaching, Learning and Assessment

RE is taught using an enquiry based approach¹, that is challenging and robust. Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background see the SEN Policy and Equality documents on the school website

<https://longwittenhamschool.uk/>

and Valuing All God's Children

https://www.churchofengland.org/sites/default/files/2019-07/Valuing%20All%20God%27s%20Children%20July%202019_0.pdf

Assessment procedures will follow those of the Agreed Syllabus and be in accordance with other assessment and feedback procedures in the school. Students will engage in a variety of activities which will also enable teachers to assess what they have learnt. Records kept will include information about pupils' experiences and judgements about their attainment and progress, as well as being used to inform planning.

Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with 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 (eg Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

The Right of Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian (or withdrawing themselves if they are aged 18 or over) 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 pupils safe but will not provide any work or reading material for pupils who have been withdrawn.

¹ An enquiry-based approach is based around Big Questions and an investigative approach, as recommended by the Diocesan Scheme of Work, Understanding Christianity and the Discovery RE Scheme of Work.

R.E. Programme of Study

EYFS Understanding the World: Past and Present and People, Culture and Communities

Year R	Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class
Knowing it...	Core knowledge and understanding of texts, stories and key beliefs
Year 1	Recognise the core beliefs of the religion(s) studied e.g. creation, salvation incarnation; belief in one God (Christianity & Judaism) Recall a variety of religious stories used for different purposes
Year 2	Give a simple account of some of the core beliefs and symbols of the religions and nonreligious world views studied Retell a selection of key stories, making links to the core beliefs
Year 3	Identify the role of some religious figures in the core beliefs and stories (Jesus, Moses, Rama, Sita etc.) Identify different types of texts within sacred writings (laws, narratives, prayers, poems, story)
Year 4	Describe the lives of the most important religious figures and their place within the belief system Suggest meaning for the various kinds of writing found within sacred texts
Year 5	Identify and describe the role of sacred texts in establishing belief systems and influencing religious leaders Use technical & religious language to identify the different writings within sacred texts
Year 6	Recognise the role of inspiration in the creation of sacred texts and the lives of leaders Explain the connections between sacred texts and beliefs using theological terms
Living it...	Practice and participation in faith communities; diversity of beliefs in action personally, locally and globally
Year 1	Give simple examples of how the stories and beliefs influence the behaviour of believers, with reference to the local area Identify some elements of practice that arise
Year 2	Give examples of the festivals/rituals that link to key beliefs (e.g. Christmas, Easter, Passover, Sukkot) Give examples of how beliefs are linked to worship and prayer
Year 3	Identify the key practices of a faith and some of the differences between denominations or sects Describe how beliefs influence worship and guide lifestyle choices
Year 4	Make links between the texts studied and the practice of faith in the community and family Describe the beliefs that have the greatest impact on practice, particularly in relationship to beliefs about God
Year 5	Make clear links between the texts and concepts studied and common practice across denominations Describe the actions of believers in their communities, locally and globally that demonstrate commitment
Year 6	Show how believers put their beliefs into practice in different ways (e.g. different denominations and sects) particularly in questions about life and death Show how inspiration might play a part in how believers interpret the texts
Linking it...	Comparing and contrasting, evaluating and appraising and making connections to their own and others' lives
Year 1 Year 2	Talk about their own experiences in the light of the religious knowledge gained Express their own opinions appropriately Talk about the differences that beliefs make to the way believers live Make simple comparisons to their own lives Ask questions about the beliefs and practices of others
Year 3 Year 4	Raise questions and suggest answers about the way that the key beliefs studied influence the attitudes and values of wider society, especially in the local area Make links between the teachings of religious figures and current leaders Suggest how the stories and teachings studied

	might make a difference to the way the pupils think and behave
Year 5 Year 6	Identify the key ideas from the faiths studied that believers may find helpful or inspiring in guiding them to live a good life Weigh up the impact that believers' actions have on their communities, locally and globally and comment on how positive this may be Compare religious and non-religious responses to the big questions of life