



The Oaks CE Learning Federation comprises of Copythorne CE Controlled, Netley Marsh CE Controlled and St Michael and All Angels CE Aided Infant Schools Church of England Voluntary Aided School, under the control of the joint Education Diocese of Portsmouth and Winchester. As a Federation of church schools, knowledge and understanding of Christianity will always remain central to the ethos and teachings of the school, with religious education contributing significantly to the Federations Christian character. As an inclusive community, we will encourage learning about and learning from other religions and fostering respect for other religions and world views.

Definition:

The purpose of Religious Education (RE) is to support the development of children's values and their spiritual, moral, social and cultural understanding. This entails enabling children to interpret and respond to a variety of concepts, beliefs and practices within religions and to their own and others cultural and life experiences. This takes the form of encountering religious stories, festivals, artefacts, places of worship, rituals and beliefs.

Aims:

Religious Education is central to the understanding of education and mission. The aims of Religious Education in our church school are:

- To enable pupils to encounter Christianity as a 'living religion' that has shaped British culture and heritage and influences the lives of millions of people today
- To enable pupils to learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherents
- To develop understanding of religious faith as the search for the expression of truth
- To contribute to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs.
- For children to enjoy Religious Education and be enabled to speak about religious ideas and faith

- To be a school where we:
 - o Nourish those of the faith
 - o Encourage those of other faiths
 - o Challenge those who have no faith

Principles of teaching and learning - The RE Curriculum:

RE at the Oaks CE Learning Federation, is taught in line with the Hampshire Agreed Syllabus (Living Difference), with due regard to the National Society Statement of Entitlement for Religious Education and school values. 5-10% of curriculum time is devoted to RE, with learning activities addressing both learning about and learning from religion. RE can be taught as either weekly lessons or in blocked units. Decisions on which approach works best are made by individual teachers, in consultation with the RE leader, depending on the project for each half term or whole school project.

Each unit of work is 'concept' led, making reference to children's own experiences and thoughts. Christianity is the majority study. However, the children will also be taught about Judaism in Key Stage 1.

RE in the Foundation Stage:

RE in the Foundation Stage is covered through the teaching of discrete units of work derived from the Hampshire Agreed Syllabus and aligned to aspects of the 'People and Communities', and 'The World' strands of the seventeen areas of development. Where possible, links are made between RE and other areas of learning, as children work towards the Early Learning Goals. Children encounter simple concepts, which are particularly appropriate for this stage in their development such as 'Specialness'.

Strategies for the teaching of RE:

RE stands as an academic subject in line with other such subjects within the school and is treated as such. It is taught in accordance with the school's teaching and learning policies. We use a number of strategies to enable us to cover all styles of learning. These include:

- Exploiting cross-curricular links wherever possible, which is made clear on RE and topic based planning
- Links are made with creative arts such as drama, music, art and literacy
- Good use is made of ICT to develop learning in RE
- A mix of whole-class, group and individual approaches
- Mixed ability grouping where appropriate
- All staff are trained in P4C to at least level 1 and these skills are embedded in the delivery of RE

Wherever possible, we use first hand experience as a stimulus for learning. We encourage children to question the stories to deepen their own understanding of the concept being studied. We encourage children to form opinions through discussion and debate.

When planning and delivering the curriculum, reference is made to ensure that the health and safety, single equalities and special needs policies are adhered to. The school has good links with its local churches, where visits for worship and learning will be carefully planned to ensure that all children have a quality experience. Outside visitors also contribute to the RE curriculum.

Spiritual, Moral, Social and Cultural Development:

Religious Education is a key opportunity for children to develop spiritually, morally, socially and culturally. In RE lessons, as well as in PHSE and our Collective Worship programme, children are invited to reflect on their personal responses to issues, consider other people's responses and appreciate that for some people's belief in a spiritual dimension is important. We help them to recognise the difference between right and wrong through the study of moral and ethical questions and enhance their social development by helping them to develop a sense of identity in a multicultural society.

Strategies for progression and standards:

The RE leader provides long-term map and medium-term planning. We currently use "Discovery RE". Individual teaching staff are responsible for short-term planning of each unit of work to suit the individual needs of the class. Support from the RE leader is always available if needed.

Monitoring of RE teaching, discussion with learners, work scrutiny and moderation will take place by the RE leader and Governing Body. The aim of any monitoring is to ensure that the quality of teaching, learning and assessment, leads to an improvement in the performance of learners across the school. RE data (assessed termly) will also be analysed to evaluate the effectiveness of attainment, progress and how well gaps are narrowing for different groups of learners. Pupil achievement in RE should be equal or better than comparable subjects.

Strategies for recording and reporting:

Assessment procedures for RE follow the assessment and marking policies of the school and progress guidance from Discovery RE. Assessments are made to monitor the attainment and progress in RE on a termly basis, in order to raise standards, accelerate progress and inform future planning. Children's attainment in RE is reported to parents termly and their progress commented upon annually.

Pupil achievements and learning in Religious Education are celebrated in regularly updated whole-school and class displays in both the classroom and corridors as appropriate.

Leadership and Management - Strategies for the use of resources:

A range of resources are available to enrich the RE curriculum, including artefacts, RE Centre booklets, DVDs and poster booklets. Resources are audited against the long-term curriculum plan each year and ordered by the Heads of Learning.

Much use is made of the Hampshire RE Centre to supplement and enhance the resources available to the staff and children Teachers should discuss any resource needs with the RE leader who may be able to access additional resources, including human. Professional development for teachers in RE, is given high priority.

The Head of Learning at each school lead RE which reflects its central role in our schools

Parental right of withdrawal:

In accordance with the Education Reform Act 1988, parents have the right to withdraw their children from the teaching of RE. In order to avoid misunderstanding, any parent wishing to withdraw their child may arrange a meeting with the Headteacher in order to discuss any issues.

It should be noted that when spontaneous enquiries relating to religion and spiritual issues are raised in other areas of the curriculum, these cannot constitute RE within the meaning of the legislation and a parent could not reasonably insist on a child being withdrawn at such times.

Review

This policy should be reviewed annually, or earlier if changes are made to the Hampshire Agreed Syllabus or SIAMS Evaluation Schedule.

Appendix 1 – Long Term Curriculum Plan 2014-15

Appendix 2 – SIAMS Grade Descriptors for Religious Education

APPENDIX 2

SIAMS Grade descriptors: Religious Education

Outstanding (1)	Good (2)	Satisfactory (3)	Inadequate (4)
Standards of attainment of all learners are in line with national expectations with a significant number attaining higher than the national average.*	Standards of attainment for the large majority of learners are at least in line with national expectations and often higher.	Standards of attainment for the majority of learners are in line with national expectations.	Standards of teaching, learning and assessment are inadequate with the result that standards of attainment and rates of progress, for the majority of learners and groups of learners, are consistently lower than national expectations.
Attainment is high and progress is rapid in developing an understanding of Christianity and a broad range of religious beliefs.	Learners make good progress given their starting points. Or, standards of attainment are average but learners make rapid and sustained progress given their starting points over a period of time.	Progress is satisfactory with learners making at least comparable progress to national expectations. Or, attainment is low but there is accurate and convincing evidence that progress over a sustained period of time is improving strongly and securely.	The religious education curriculum makes little contribution to the Christian values of the school and its promotion of spiritual, moral, social and cultural development is limited.
In exceptional circumstances, where groups of learners attain below those nationally, the gap is narrowing dramatically over a period of time as shown by attainment data.	In exceptional circumstances overall attainment may be slightly lower than national expectations but with some groups of learners making outstanding progress.	The quality of learning and engagement within the subject are generally good but with some variation in some year groups or key stages.	Insufficient opportunities exist to develop learners' knowledge and understanding of Christianity or other faiths and the impact on the lives of believers.
Learners are inspired by the subject and learn exceptionally well. They develop and apply a wide range of higher level skills to great effect in their enquiry, analysis, interpretation, evaluation and reflection of their understanding of the impact of religion on believers.	Learners understand the value of the subject and they mostly learn well. They develop a range of skills including some of the following: enquiry, analysis and interpretation, evaluation and reflection. Learners have a good ability to apply these skills to understanding the impact of religion on believers.	Teachers sometimes, though not always, ensure that lessons are structured around the development of skills such as enquiry and reflection.	Subject leadership is poor. Procedures for the monitoring and evaluation of religious education are weak and fail to identify essential improvements in teaching and learning.
Learners are impressive in the way that they use creativity and originality to apply their knowledge and skills in religious education to their own personal reflections on questions of meaning and purpose.	Learners show originality and creativity in applying their knowledge and skills in religious education and are developing the ability to apply this to questions of meaning and purpose.	Learners have a satisfactory knowledge and understanding of Christianity and some religions and beliefs but their ability to answer questions of meaning and purpose is limited.	Inspectors should use their professional judgement in making this judgement. The effectiveness of RE may be inadequate if more than one of the above apply:
The majority of teaching is outstanding and it is never less than consistently good.	The majority of teaching is good.	The majority of teaching is satisfactory and there is likely to be some good teaching.	
Highly effective use of assessment informs teaching and learning in religious education and exemplar evidence demonstrates progress made by learners.	Assessment procedures are in place and these inform planning, teaching and learning.	The religious education curriculum caters for the learning needs of some learners but those needing either reinforcement or more challenging learning activities are not routinely planned for.	
Religious education has a very high profile within the school curriculum and learning activities provide fully for the needs of all learners.	Religious education has a high profile within the school curriculum and learning activities are differentiated to meet the needs of different groups of learners.	Some assessment takes place but this is inconsistent across year groups and does not always accurately inform future teaching and learning.	
The religious education curriculum is rich and	Learners display a secure knowledge of many of	The religious education curriculum offers some	

varied enabling learners to acquire a thorough knowledge and understanding of the Christian faith through a wide range of learning opportunities.	the key aspects of Christianity and the Bible and the main practices and beliefs of the other faiths and cultures studied.	opportunities to enhance the spiritual, moral, social and cultural development of learners.	
The religious education curriculum provides opportunities for learners to understand and to make links between the beliefs, practices and value systems of the range of faiths studied.	Religious education makes a good contribution to the Christian values of the school and to the learners' spiritual, moral, social and cultural development.	The religious education curriculum offers learners some opportunities to understand the main teachings, beliefs and practices of Christianity and some other world faiths but implementation is inconsistent and is therefore not fully effective. As a result, learners do not have sufficient knowledge or understanding of religions nor of respect between diverse faith communities.	
Links with the Christian values of the school and spiritual, moral, social and cultural development are intrinsic to the religious education curriculum and they have a significant impact on learners.	Effective use is made of a range of routine monitoring and evaluation procedures that accurately identify strengths and focus on raising standards that lead to improvement in <u>pupil performance</u> .	Religious education has modest links to some aspects of the school's Christian values but these are not made explicit and are not consistently identified in teachers' planning.	
Rigorous and extensive monitoring and evaluation results in well focused action plans that demonstrably lead to improvement.	The subject leader effectively communicates expectations to senior leaders, governors and staff about improvement in teaching and learning in religious education and is well informed on current developments in religious education.	There is regular monitoring of some aspects of religious education and self-evaluation is broadly accurate in identifying priorities for improvement that offer adequate challenge.	
Subject leadership has the highest level of subject expertise and the vision to realise ambitious expectations and improvement.		The subject leader is aware of current developments in religious education and incorporates some of these in his/her practice.	

**'National standards' throughout the descriptors for religious education refers to the levels set out in the syllabus adopted by the governors of the school and the extent to which they may reflect the QCA's 8 point scale.*