

We believe the teaching of RE should enable children to discover more about themselves and others. In addition to RE lessons, we encourage children's values and spiritual development to be explored and experienced throughout the whole school.

We aim to:

Give pupils a sound knowledge and understanding of the Christian faith. Through links with St. Mary's Church - Copythorne, St Mathew's Church - Netley Marsh and St Michael and All Angels church - Lyndhurst give children opportunities to experience Christian faith and places of worship.



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.

This policy is based on the Church of England's 'Statement of Entitlement.' Our school curriculum for religious education meets the requirements of the 1988 Education Reform Act (ERA) including the stipulation that religious education is compulsory for all children, including those in the reception class who are less than five years old.

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 Christian 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 Diocesan guidelines and the agreed syllabus for Hampshire “Living Difference 111,” supported by the “Understanding Christianity” resource.

Learning will be as ‘hands on’ as is practical and will include the respectful use of artefacts and resource. Learning will be enhanced by visitors and visits to extend first hand experiences, where possible. Learning will be differentiated to meet the differing needs of learners, whether SEND and/or more able. All concepts will seek to embrace cross-curricular opportunities where relevant and extend social, moral and cultural understanding with ethical dimensions where appropriate. Deepen links with our local churches

We have a long term plan for RE that matches our class organisation and curriculum planning in other areas. This long-term plan allows for both progression in religious concepts and content. Key themes are drawn together across the school.

See Appendix 1

Leadership of RE, Responsibility for this policy, the management of RE is a distinctive role of the Governors and Headteacher. The policy has been written in consultation with the staff of the school following Diocesan guidelines and approved by the Governing body in December 2018. It is to be reviewed every 2 years by the RE co-ordinator before being presented to staff and Governors. The RE co-ordinator, who is provided with specialist training and professional development, is responsible for implementation/co-ordination of the policy. Reviewed December 2018 Next to be reviewed December 2020

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 Understanding Christianity 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

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.

The teaching of RE is either targeted at a more in-depth study for a series of days (blocked teaching) or through regular weekly approaches to the teaching of RE. Staff are free to explore both methods of teaching RE across the year –ensuring that sufficient curriculum time is allocated to the teaching of RE each year in line with ERA guidance.

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 a long-term map and medium-term planning. 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.

Strategies for recording and reporting:

Living Difference III have published Age Related Expectations to provide a basis for making judgments about pupil's performance to assist teachers with their planning, assessments, recording and reporting to parents, as appropriate.

Evidence of children and young people's progress will be captured in a number of ways, for example through speaking and listening, drama, dialogue and discussion, as well as through a variety of different written activities

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.

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 Executive Head teacher 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 2019-20