



Policy for Religious Education

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 experiences 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, 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 , 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.

Our School Curriculum for religious education meets the requirements of the 1996 Education Act. The EA stipulates that Religious Education is compulsory for all children, including those in the reception class who are less than five years old. The EA allows parents to withdraw their child from Religious Education classes if they wish, although only after they have given written notice to the school governors.

Aims:

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

- Develop an awareness of spiritual and moral issues arising in their lives
- Develop knowledge and understanding of Christianity and Judaism
- Develop an understanding of what it means to be committed to a religious tradition

- Develop investigative and research skills, and make reasoned judgements about religious issues
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- 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 Diocesan guidelines and the agreed syllabus for Hampshire “Living Difference 1V,” supported by the “Understanding Christianity” resource.

This syllabus seeks to introduce children to what a religious way of looking at the world may offer in leading one’s life, individually and collectively. A religious life is defined as: a) subscribing to a set of beliefs b) adhering to a set of practices c) a way of understanding existence. Alongside this syllabus, Understanding Christianity is used to enhance each Christian unit.

The guidance in Living Difference 1V advocates an enquiry based approach to Religious Education. This focuses on teachers expertly developing children’s own experiences and understandings of concepts through communication of concepts before enquiring further into related religious as well as non-religious ways of living. The enquiry based approach has five cyclical steps, which can start at either points 1 or 5:

1. Communicating
2. Applying
3. Enquiry
4. Contextualise
5. Evaluate

The Curriculum allows pupils to develop their understanding and respect of varying faith systems. Christianity is the majority study. However, the children will also be taught about Judaism in Key Stage 1.

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 progression both in religious concepts and content.

This policy 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.

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 EYFS section 'Understanding the World'. Wherever possible, it is an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the EYFS, we relate the religious education aspects of the children's work to the objectives set out in the Foundation Stage Curriculum which underpins the curriculum planning for children from birth to five years.

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
- 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.

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. Individual teaching staffs 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:

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 progress in RE is reported to parents 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.

Review

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