

# **Oakwood Primary Academy Religious Education Policy**



## **Changes**

Version: 4

Policy implemented: September 2013:

Policy reviewed: February 2015, February 2018 and March 2018

Next review due: February 2020

# Oakwood Primary Academy

## RE Policy

### Rationale

#### The importance of religious education in the curriculum

Religious Education provokes challenging questions about the meaning and purpose of life, beliefs about God, issues of right and wrong and what it means to be human. RE in Devon, Plymouth and Torbay schools develops children's knowledge and understanding of Christianity (which is taught throughout each key stage of learning) and the other principal religions. In Devon, Plymouth and Torbay these are Buddhism, Hinduism, Islam, Judaism and Sikhism. Consideration is also given to other non-religious perspectives such as humanism. RE offers children opportunities for personal reflection and spiritual development. It considers the influence of religion on individuals, families, communities and cultures.

In Devon, Plymouth and Torbay RE has two central attainment targets.

AT1 Learning **about** Religion

AT2 Learning **from** Religion

In Learning **about** Religion children learn about different beliefs and teachings, practices and ways of life and how religions express themselves in different ways.

In Learning **from** Religion children reflect on and consider important questions of identity and belonging (e.g. Who and what matters to me?) questions of meaning (e.g. What do people believe about how life began?) and values and commitments (e.g. Who and what do I value?). This Policy should be read in conjunction with the Collective Worship Policy and the PSHE including British Values Policy.

### Key Skills in RE

RE is more than just developing children's knowledge and understanding. It seeks to develop children's skills in investigation/enquiry, communication, interpretation, analysis and evaluation. These are important skills for children to develop.

These include:

- Investigation/enquiry (finding out what people believe, how their beliefs affect the way they live and the different ways people express their beliefs).
- Communication (sharing their ideas and those within religions and beliefs in a lively, informed way including different styles of writing, oral contributions and the use of ICT).
- Interpretation (recognising and talking about religious symbols, stories and sacred texts).
- Analysis and evaluation (developing their own views and ideas, recognising the views of others).

### Key Attitudes in RE

As with skills RE has a number of key attitudes it seeks to promote. These include self-esteem (so that every child feels valued and significant), respect (including being sensitive to the beliefs, feelings and values of others), open-mindedness (being willing to learn and gain new understanding) and appreciation and wonder (developing children's imagination and curiosity).

### Expectation in RE

It is recognised that schools have to review assessment, recording and reporting procedures and for this reason the use of levels in association with this syllabus will be kept under review. As schools develop new approaches to judging progress, further advice and

guidance will be made available from Devon SACRE and this policy will be updated accordingly.

By the end of Key Stage 1 most children will be expected to use religious words to identify some features of religion and its importance for some people. They show awareness of similarities in religions and can identify how religion is expressed in different ways. They ask and respond sensitively to questions about their own and others experiences and feelings. They recognise their own values and those of others and are aware that some questions cause people to wonder and are difficult to answer.

By the end of Key Stage 2 most children will be expected to describe both similarities and differences within and between religions. They make links between different aspects of religions and can describe the impact of religion on peoples' lives. They suggest answers to questions of identity and meaning. They apply their ideas to their own and others lives. They can also describe what inspires and influences themselves and others.

### **Approaches to teaching and learning in RE**

RE is an exciting curriculum subject so we employ a variety of teaching methods. These include:

- Receiving visitors from faith communities and visiting local places of worship.
- Using art, music, dance and drama.
- Children experiencing times of quiet reflection to develop their own thoughts and ideas
- Using story, pictures and photographs.
- Using artefacts to help children develop their understanding of religious beliefs and forms of expression.
- Discussing religious and philosophical questions giving reasons for their own beliefs and those of others.
- Developing the use of ICT (particularly DVDs and the internet) in helping children's awareness of religions and beliefs.

### **The contribution of RE to the wider curriculum**

While RE has its own distinctive subject matter it does make an important contribution to other aspects of children's learning. The key ones are outlined below.

#### **RE contributes to children's spiritual development by:**

- Discussing and reflecting on questions of meaning and truth such as the origins of the universe, good and evil, life after death, beliefs about God and humanity and values such as justice, honesty and truth.
- Learning about and reflecting on important concepts and experiences such as love, trust, forgiveness, obedience and sacrifice.
- Valuing relationships and developing a sense of belonging.
- Considering how religions and beliefs regard the value and purpose of human beings, the importance of the environment and the significance of emotions such as love, anger, joy, jealousy, happiness and pain.

#### **RE contributes to children's moral development by:**

- Enabling children to value themselves and others.
- Exploring the influence of family, friends and other sources on moral choices.
- Considering what is of ultimate value both to children and within religious traditions.
- Developing an understanding in key beliefs and teachings in religion and values and moral choices.

- Considering ethical issues especially justice which promotes racial and religious respect.
- Reflecting on the importance of rights and responsibilities and developing a sense of conscience.

**RE contributes to children's social development by:**

- Considering how religious and other beliefs lead to particular actions and concerns.
- Reflecting on the importance of family, friendship and positive relationships.

**RE contributes to children's cultural development by:**

- Encountering people, stories, artefacts and resources from differing cultures.
- Promoting respect for all, combating prejudice and discrimination.
- Challenging stereotypes of religion and beliefs.

**Organisation of RE**

RE is taught through a range of religions and beliefs and key themes. These are outlined below.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Religions Studied</b>
<b>Reception</b>	Families	Special Events	Special Places	Christianity Hinduism
<b>Year 1</b>	<b>Myself</b> Christianity Judaism	<b>Celebrations</b> Christianity Judaism	<b>Belonging</b> Christianity Judaism	Christianity Judaism
<b>Year 2</b>	<b>Believing and Stories</b> Christianity Judaism	<b>Leaders and Teachers</b> Christianity Judaism	<b>Symbols</b> Christianity Judaism	Christianity Judaism
<b>Year 3 and 4 Cycle A</b>	<b>Inspirational People</b> Christianity Islam	<b>Religion and the individual</b> Christianity Islam	<b>Religion, Family and Community</b> Christianity Islam	Christianity Islam
<b>Year 3 and 4 Cycle B</b>	<b>Worship, Pilgrimage, Sacred Places</b> Christianity Hinduism	<b>Symbols and Religious Expression</b> Christianity Hinduism	<b>Teachings and Authority</b> Christianity Hinduism	Christianity Hinduism
<b>Year 5 and 6 Cycle A</b>	<b>Beliefs and Questions</b> Judaism	<b>Beliefs in Action (2)</b> <b>Faith in Action</b> Christianity Judaism	<b>The Journey of Life and Death</b> Christianity Judaism	Christianity Judaism
<b>Year 5 and 6 Cycle B</b>	Faith and the Arts Christianity Buddhism	<b>Beliefs in Action (1) – The Environment</b> Christianity Buddhism	<b>It Matters to Me, It Matters to Others</b> Christianity Buddhism Sikhism	Christianity Aspects of Buddhism Sikhism

**Rights of withdrawal**

We firmly believe that RE is an important subject in children's learning. We fully recognise the legal right of parents to withdraw their children from all or any part of RE on the grounds of conscience. We do encourage parents to contact the Head of School if they have any questions or concerns about RE provision and practice at the school.

**Conclusion**

In essence we are aiming to help our children develop respect and sensitivity for all people and to understand more about the importance of religion in today's world.

The named person responsible for RE at Oakwood Primary Academy is:

**Mrs Jackie Sparrow – Head of School.**

Please also refer to the following documents

Devon Agreed Syllabus for Religious Education 2014

Plymouth Agreed Syllabus for Religious Education 2014