



Religious Education Statement and Guidance

Aims and Scope

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that “Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils.” Currently, Red Oaks Primary school delivers R.E. in line with the Swindon agreed syllabus.

In Religious Education at Red Oaks Primary School we aim to:

- Develop knowledge and understanding of Christianity and its impact on our local community, and on our society today.
- Develop knowledge and understanding of some of the other principle religious traditions represented in Great Britain today (Islam, Hinduism, Judaism).
- Develop a sense of respect for religious traditions, beliefs and practices.
- Grow in their spiritual development.
- Develop a sense of awe, wonder and mystery.
- Develop skills and attitudes which will support their personal, moral, social and cultural development.
- Explore some questions of sense and meaning and consider how the world’s religions have responded to them.
- Think about children’s own beliefs and values in the light of the beliefs of others, both religious and non-religious, and the values of the school community.

Other linked documents

- SMSC Policy
- Collective Worship Policy

Approaches to the teaching of RE

In order to make Religious Education a lively, practical and interesting subject we employ a variety of teaching methods and link to other curricular areas, such as art, music, literacy, history. We include discussions, speaking & listening tasks, P4C, debates, drama, design technology, assemblies, using artefacts/ props, pictures and stories. We organise visits to places of worship or invite guests in to school and we include periods of stillness for reflection. Where possible we try to make links with our whole school value and other areas of the curriculum, plus religious festivals and events throughout the year. At least 5% of curriculum time is allocated to R.E. This

will usually be taught through one R.E. lesson each week or sometimes as a planned day of R.E. once a half term.

At Red Oaks we will teach at least 50% Christianity but we also endeavour to provide our pupils with opportunities to encounter local faith communities through projects and units of work, visits to local places of worship or visits from members of local faith communities.

The right of withdrawal from R.E.

At Red Oaks Primary School we wish to be an inclusive community but recognise that parents have a legal right to withdraw their children from Religious Education if they so wish. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of Religious Education at Red Oaks Primary School

Guidance and Procedures

In accordance with the structure of the new SACRE R.E. Swindon agreed syllabus (2016 -2021) we have agreed that:

- Foundation Stage pupils (4 to 5s) will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.
- KS1 pupils (5 to 7s) will study Christianity, Islam or Judaism (Shabbat festival);
- KS2 pupils (7 to 11s) will study Christianity, Islam, Hinduism and Judaism;
- Encounters with other religions and non-religious worldviews (e.g. Humanism) can occur at any key stage, as appropriate.

In accordance with the Swindon agreed syllabus 2017 -2021, R.E. teaching should enable pupils to:

A. Know about and understand a range of religions and worldviews.

B. Express ideas and insights about the nature, significance and impact of religions and worldviews.

C. Gain and deploy the skills needed to engage seriously with religions and worldviews.

Each year group will follow the R.E. agreed Swindon syllabus (2017 – 2021) programme of study which follows 4 to 6 key questions throughout the year. The teaching of these programmes of study work towards achieving end of Key stage 1 outcomes and end of Key stage 2 outcomes for R.E.

- Children will also have the opportunities to explore other cultural, ethical, moral and cultural questions. These may be taught as units of work or may be

naturally risen issues and questions through everyday circumstances and events in the school, local community or wider world. **See the R.E. agreed Swindon Syllabus (2017-2021 carried forward into 2022), our R.E. curriculum map and our SMSC scheme of work.**

Inclusion

In Religious Education teaching at Red Oaks, staff take account of children's individual needs and how to best differentiate teaching and learning to enable access for all. This is done through adapting teaching to suit a variety of learning styles, often using a multi-sensory approach. Teachers consider classroom organisation and management strategies to ensure optimal access for all learners, including those with physical, sensory and/or learning needs. Teachers have access to specialist support for advice on strategies, target setting and assessment. All disabled pupils are included on the Red Oaks' Vulnerable Learner Database, and their progress is systematically recorded and monitored. Red Oaks is a Dyslexia Friendly School and all teachers are aware of the Dyslexia Friendly Schools guidelines. The school has also achieved the Inclusion Quality Mark.

Assessment in R.E.

Assessment will be in line with the school assessment policy. Any work in R.E. books will be marked/initialled by Teachers and stamped. Photographic evidence of activities on R.E. days will be gathered too. At the end of each unit of R.E. work (each half term), teachers will fill in a Foundation Subject Evaluation form, indicating how well pupils have achieved against the learning objectives. This will be indicated in percentages.

Monitoring whole school R.E.

Evidence of the coverage of work in R.E. will be located in each pupil's own R.E. book from years 1 to 6, plus any photographic evidence will be stored on the staff drive. Foundation Stage classes will keep their evidence of R.E. in their planning sheets, on the ILD website and in photos. Each year, the R.E. coordinator or SMT will monitor Religious Education, looking for the appropriate coverage in each year group, together with monitoring the levels of achievement and progression. This will be accomplished through learning walks, book looks, using the Foundation Subject Evaluations sheets and by having teacher/pupil interviews.