

Wootton St Peter's CE Primary School

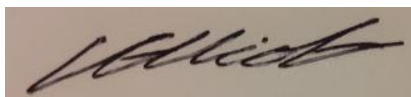


RE Policy

Date Adopted by Governing Body: July 23

Date to be Reviewed: July 2024

Signed Chair of Governors



Josephine Elliott

Signed Headteacher



Charles Pitt



Wootton St Peters CE (VA) Primary School

RE Policy

Introduction

At Wootton St Peter's, RE plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and none. RE has the same high status as any other subject and contributes to the overall development of our pupils from all backgrounds and traditions. Our vision for RE as a school is inspired by Matthew 16:18. We aim to build solid foundations for all the children at Wootton St Peter's as they continue their learning journeys and become caring, reflective citizens. Our RE teaching helps our children to better understand their world by studying different religious faiths and traditions. We also teach the children to learn from different religious ways of life and thinking, reflecting upon what they see and have learnt, as well as upon their own thinking.

The Legal Position

Every maintained school in England must provide a basic curriculum (RE, sex and relationship education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents (see paragraph below). The school, in accordance with its Trust Deed, provides religious education for all pupils registered at the school. Following advice from the Oxford Diocesan Board of Education, the governors decided that religious education in our school should be based upon the Locally Agreed Syllabus (<https://d3hqrlq6yacptf.cloudfront.net/615b4ef7da3cc/content/pages/documents/re-oxford-pdf-2015.pdf>) while also reflecting the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019. The statutory section 48 (SIAMS) inspection will evaluate RE and the way that it expresses the Christian vision of the school and look for evidence of progress and attainment. Religious education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious world-views that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none. This is religious literacy.

Therefore, the aims of RE in our school are:

- To know about and understand Christianity as a diverse global living faith through the exploration of core beliefs using an approach that critically engages with biblical text.
- To gain knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within the religions and worldviews being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways living, believing and thinking.

Curriculum and Time Allocation

The RE curriculum at Wootton St Peter's CE School, has been approved by the governors. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. **At least 50% of the time is devoted to Christianity.** Other religions are covered according to the syllabus. In Foundation Stage 1 and 2 Christianity is covered in addition to elements from religions covered in later years (Hinduism, Buddhism, Islam, Judaism and Sikhism). In Key Stage 1 Judaism and Islam are studied, alongside Christianity. In Lower Key Stage 2 Christianity is taught in addition to Buddhism and Hinduism. In Upper Key Stage 2 Christianity, Islam and Sikhism are covered. In all cases units are linked to a key question to guide study.

The total time for RE is between 5% and 10%, and it is taught in dedicated lessons/blocks/cross-curricular settings as appropriate. **The time dedicated to RE is separate from the time given to Collective Worship.** In KS1 this will amount to approximately 36 hours per year; in KS2 this rises to 45 hours per year.

Teaching, Learning and Assessment

RE is taught using an enquiry-based approach that is challenging and robust. An enquiry-based approach is focused around Big Questions and an investigative approach, as recommended by the Diocesan Scheme of Work, Understanding Christianity and the Discovery RE Scheme of Work. It is recommended in the National Statement of Entitlement.

Learning will be organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible pupils will encounter believers and visit places of worship.

A variety of resources, styles, and techniques will be used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background.

Children are actively encouraged to consciously reflect and build on prior learning. Retrieval practice gives pupils frequent opportunities to actively revisit their learning, generating information that they

should have learned. Research into memory has identified that revisiting and using information at spaced intervals helps to move information into long-term memory. For example, retrieval activities might include: quizzes, retelling stories, summarising, using knowledge organisers/mats, using thinking frames, self-explanation, demonstration and performance.

Assessment procedures will be robust and in line with the assessment procedures and feedback policy of the school, meeting the requirements of the syllabus or scheme that has been adopted. Students will engage in a variety of activities which will also enable teachers to assess what they have learnt. We believe that high-quality assessment in RE uses assessment sufficiently, but not excessively. Our curriculum is designed as the progression model and it is to this that our assessment relates. Assessment is used to inform planning as well as to produce summative data.

Monitoring and Evaluation

The RE subject leader will monitor teaching and learning in RE in accordance with school policy. The RE subject leader will observe teaching, conduct book and planning reviews and pupil interviews when appropriate to assess the quality of teaching and learning. The headteacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed.

Resources

The RE subject leader will ensure that RE resources are kept up-to-date and that staff are informed when new resources are purchased or made available electronically. Resources will include source materials (eg Bibles, visitors, artefacts) where appropriate and be treated with respect by all staff.

The Right of Withdrawal

Pupils may be withdrawn from RE or part of RE by a parent or guardian in accordance with Schedule 19 to the School Standards and Framework Act 1998; teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children must provide written notification to this effect and provide suitable activities for their children. The school will keep pupils safe but will not provide any work or reading material for pupils who have been withdrawn.

Policy Review

This policy should be reviewed regularly in line with schools' procedures. An annual review is recommended if possible, but review must be done within a 3-year period.