



Fir Tree Junior School Religious Education Policy



Fir Tree Junior school in accordance with the 1996 Education Act and our Trust Deed, provides religious education for all pupils registered at the school. The school follows the Oxford Diocese Board of Education scheme of work and the Oxfordshire agreed syllabus; agreed by the local SACRE (Standing Advisory Council for Religious Education). The syllabus can be found here <http://www.oxford.anglican.org/wp-content/uploads/2015/06/Oxford-Agreed-RE-Syllabus-2015-2020.pdf>.

In our school, learning about Christianity forms the majority of the syllabus; other world faiths such as Judaism, Islam and Hinduism are also taught. In addition the children learn about festivals from other cultures; for example Chinese New Year and Holi.

Pupils should develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. Pupils should have a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They should have opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews."

A Statement of Entitlement, 2019.

1. Our aims are to:

- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own and towards living in a society of diverse religions
- understand human values and develop spiritually, morally, socially and culturally
- develop children's knowledge and understanding of and their ability to respond to major world religions represented in Great Britain
- explore issues within and between faiths to help them understand and respect different religious beliefs, values and traditions
- consider questions of meaning and purpose in life from beginning to end
- learn about religious and ethical teaching, enabling them to make reasoned judgements on religious and moral issues
- develop their sense of identity and belonging, preparing them for life as citizens in a plural society
- reflect on, analyse and evaluate their beliefs, values and practices and communicate their responses

2. Teaching, Learning and Assessment

The religious education curriculum is based on two attainment targets laid down in the locally agreed syllabus: learning **about** religion and learning **from** religion. Teachers incorporate these strands into planning and teaching, through a model of teaching built around Engage, Enquire, Evaluate and Reflect.

Learning about Religion includes enquiry into and the investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation and includes identifying and developing an understanding of ultimate questions and ethical issues. Pupils will develop knowledge and understanding of Christianity and the other principal religions represented in Great Britain.

Learning from Religion is concerned with developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion. Pupils learn to develop and communicate

their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, values and commitments.

Our RE curriculum includes:

- focus days when the whole school takes time to learn about a festival
- specific RE topics taught weekly or in a short block (Reference to the Diocesan
- wider topics where RE could be effectively integrated; such as a study on Greek Gods, myths and legends; mummification during the times of the Pharaohs in Egypt or Judaism as part of a WW2 history topic.

The teaching of RE follows the Oxford Diocese Board of Education Scheme of Work. This resource is based on deep thinking and big questions such as 'Do religious symbols mean the same to everyone?' or 'Creation and Science: Conflict or Complementary?'

There may be changes and adaptations in content from one year group to another, where strong links can be made with other curriculum areas or where a learning opportunity presents itself, such as a specific festival taking place or a visitor to school.

A variety of teaching and learning resources, styles and techniques for example, music, art, drama, are used to ensure learning provides for pupils' needs. We do not do formal testing for Religious Education. Teachers' knowledge of the attainment targets along with guidance from the scheme of work enables them to make judgements about their pupils' progress and these are recorded against three enquiry focus areas:

- Knowing it: core knowledge and understanding of texts, stories and key beliefs.
- Living it: understanding practice and participation in faith communities; diversity of beliefs in action personally, locally and globally.
- Linking it: comparing and contrasting, evaluating and appraising and making connections to their own and others' lives

Further information can be found in the End of Phase Outcomes in the Oxford Diocese Board of Education scheme of work.

3. Monitoring

The Religious Education Subject Leader monitors RE using a variety of approaches including observation, pupil interviews and work sampling. We have a wide range of resources, both books and artefacts, which are maintained centrally. Monitoring activities are also undertaken by members of the Curriculum Committee of the Governing Body. Continuing Professional Development in RE is provided by the Diocese of Oxford, through Diocesan Adviser visits and networks led by the RE Adviser.

Rights to withdraw from Religious Education

Parents may withdraw their child from all or any part of religious education and teachers can exercise their right to withdraw from teaching the subject. Parents who wish to withdraw their child/children must provide written notification to the Headteacher to this effect.