



Religious Education Policy

Member of staff responsible for this policy:	Mr. Singleton
Reviewed:	Biennially
Next review:	January 2022

The Legal Position

It is a legal requirement that all primary schools provide Religious Education for their pupils, including Foundation Stage. At Bloxham Primary School, RE learning adheres to the legal document of **The Oxfordshire Agreed Syllabus for Religious Education 2015-2020**. This Syllabus reflects the legal requirements of The Education Acts of 1996, 1998 and 2002; these being that an Agreed Syllabus must reflect that religious traditions in Great Britain are primarily Christian, whilst taking into account both the teachings and practices of other principal religions represented in Great Britain.

Aims:

- to provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human
- to develop pupils' understanding of the nature, role and influence of different religions, traditions, beliefs and lifestyles in the world
- to offer opportunities for personal reflection and spiritual development
- to enhance pupils' awareness and understanding of religions and their beliefs, teachings and practices, and their influence on individuals, families, communities and cultures
- to pursue personal quest for meaning, purpose and value
- to challenge pupils to reflect and comment on the issues of truth, belief, faith and ethics
- to encourage pupils to develop their sense of identity and belonging within their community and the global community
- to formulate reasoned opinions/ arguments in relation to controversial issues and truth claims
- to develop understanding of and respect for different beliefs and lifestyles

Teaching and Learning

In the Early Years Foundation Stage (Lower Phase) RE is supports the achievement of the Early Learning Goals through appropriate subject content, according to the needs of the pupils and the resources and expertise of staff.

(The Agreed Syllabus 2015 p.13)

In Middle Phase and Upper Phase RE is taught by class teachers from Years 1 to 6. We focus primarily on Christianity whilst also drawing from Hinduism, Islam and Judaism, as well as non-religious worldviews, to provide appropriate depth and breadth to the exploration of the core questions and to meet the needs of the pupils.

(The Agreed Syllabus 2015 p.13)

Teachers teach RE through the Discover RE programme. This provides six units of learning a year, each investigating a Big Question, for each year group and complies with the recommendations of The Agreed Syllabus 2015. Teachers tailor the units to meet the needs of our pupils; including those who have learning difficulties and those who require challenge and enrichment. This ensures our teaching and learning meets the demands and interests of the full range of learners and keeps pace with changes.

We believe in quality first teaching which involves

- highly focused lesson design with sharp learning intentions
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils

Discovery RE

Discovery RE offers teachers a well ordered, progressive and simple to use scheme of learning. Through the enquiry based approach children not only learn knowledge but crucially develop an understanding of the world of religion and how beliefs impact on daily lives.

Discovery RE is designed to help RE teachers plan and deliver challenging RE that helps children develop into empathic, confident students who can discuss, debate, ask questions and seek answers in a compassionate way. This will enable them to make a difference in the world that they inherit. This will fulfil the aim stated in the REC introduction for 'a curriculum that promotes high quality learning and teaching' which will 'give all young people the opportunity to gain an informed understanding of religious beliefs and worldviews'.

Disadvantaged

Our moral purpose is also to do something extra for our disadvantaged children AND our big challenge is to make certain that our disadvantaged children make at least good progress compared to their peers. All our teachers recognise and accept that the vast majority of pupils' progress is as a result of quality-first teaching and learning on a day to day basis. As a school we receive funding for our disadvantaged pupils, which is used to increase the attainment of pupil premium children, looked after children and armed forces children.

We ensure as a non-negotiable that:

- we know who our disadvantaged children are.
- our TAs know who our disadvantaged children are.
- when planning, these children have 'that little bit extra'.
- we mark their work first when we are fresher.
- we talk to these children about their learning not regularly but **frequently**.
- we monitor the progress of these children not regularly but **frequently**.

Children with special educational needs and disabilities (SEND)

At Bloxham Primary school RE is always fully inclusive.

We ensure this in a number of ways including:

- teachers adapting planning so that individuals have specific learning outcomes;
- teachers working specifically with children with SEND
- providing extra adult support in class so that children are focused on accessing the curriculum;
- meeting regularly in staff teams to discuss provision and if it needs to be adapted;
- liaising with outside agencies to receive the best advice on how to help children learn
- adapting buildings and furniture if necessary so that children are not restricted from using the school fully.

'The Agreed Syllabus 2015 is the entitlement of all pupils in maintained schools and therefore supports the principles of inclusion as set out in the National Curriculum:

a) setting suitable learning challenges

b) responding to pupils' diverse learning needs

c) overcoming potential barriers to learning and assessment for individuals and groups of pupils

It is expected that teachers of pupils with special educational needs will modify the RE provision according to their own situation, meeting the needs of the children in the most appropriate way. This also includes meeting the needs and challenges of the most able pupils.'

Accessibility

At Bloxham Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, sexual orientation and cultural needs. We are also committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Differentiation

Differentiation is the process of matching learning tasks to particular groups or individuals. Teachers have to consider differences when planning and teaching lessons in order to ensure that all abilities in the class are catered for.

Blake & Hanley (1995:50) in English & Newton (2005)

Differentiation is not about

Segregation ...

Selection ...

Competition ...

Uniformity ...

Problems ...

Pessimism ...

Differentiation is about

Inclusion

Diversity

Collaboration

Variety

Solutions

Optimism

How do teachers differentiate in the classroom in order to be inclusive, engage and encourage all children to learn?

1. By input

Level of Information Given (by content)

The way the ideas are explained and expressed

Vocabulary

2. By questioning

3. By task

The activity to be undertaken

4. By resources

5. By support

Teacher

T.A.

Peer

6. By planned Independence in learning

7. By response

Target Setting

Feedback

Marking

8. By class organisation

Grouping (ability or mixed ability)

Assessment

Children's learning is continually assessed in lessons. Once the children complete a piece of work, we mark and comment as necessary according to our feedback policy. We use our knowledge of the children's learning to support the subsequent planning of lessons.

The RE co-ordinator keeps samples of children's learning in the subject co-ordinators folder to show the expected level of achievement in RE in each year in the school.

At the end of each year parents are informed of their child's progress in relation to AT1 and AT2 on their annual report. Children are assessed as Emerging, Expected or Exceeding for each of the Attainment Targets.

The assessment of our children's learning is informed by the Attainment Targets and the development of four key attitudes.

The two Attainment Targets are:

- **AT1 – Learning about Religion**
Enquiry into the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression.
- **AT2 – Learning from Religion**

Developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion.

The four key attitudes are:

1. Self-awareness
2. Respect for all
3. Open-mindedness
4. Appreciation and wonder

Health and Safety

All staff are aware of the requirements of the school's Health and Safety Policy. Risk assessments are carried out for all activities, taking into account medical issues, where needed. Visits to off-school sites are arranged in line with the school visits policy.

Monitoring and Evaluating

Monitoring the standards of children's learning and the quality of teaching in RE is the responsibility of the RE subject co-ordinator. The RE subject co-ordinator monitors children's books, wall displays, planning and carries out pupil interviews, learning walks and an audit. The work of the RE co-ordinator also involves supporting colleagues in the teaching of RE and keeping informed about current developments in the subject.

Wider opportunities

At Bloxham Church of England Primary School we ensure that all our children develop and enhance their learning about and from religion by visiting the places of worship relating to our four focus religions; both Christian and Anglican churches, an Islamic mosque, a Hindu temple and Jewish synagogue. We also draw on both our school and local community to support our children's learning by inviting people of different faith into our school to speak about and 'share' their religion and faith.

Rights of withdrawal

At Bloxham Primary School, we believe it is valuable for **all** pupils to learn about the teachings and practices of different religions but should you have any questions relating to the teaching of RE, please speak with the Headteacher.