



**KIDMORE END**  
**CHURCH OF ENGLAND PRIMARY**

# **Religious Education**

# **Policy**

**Agreed by:** Curriculum Committee

**Head teacher:** Linda Hull  
**Chair of Governors:** Sarah Rodda

**Date agreed:** 1<sup>st</sup> July 2019  
**Date for review:** 1<sup>st</sup> July 2022

## **Our vision for RE**

**Kidmore End School is an inclusive learning community where everyone can realise their unique potential as an independent learner.**

Our school is a place where:

- We ask questions and learn from our mistakes
- We are resourceful, responsible and respectful
- We share our gifts and contribute to our community
- Everyone is valued and recognised as a child of God

Teaching and learning in religious education in our school is inclusive and creates many opportunities to enact our school vision. Pupils are encouraged to ask and attempt to answer big questions, to show respect to people of all faiths and of none, to consider how communities of faith are shaped by belief and to consider their own self-worth.

*“Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together.”*  
*A Statement of Entitlement, 2019.*

Kidmore End School, in accordance with the 1996 Education Act and our Trust Deed, provides religious education for all pupils registered at the school. The school broadly follows 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>. Religious Education has the same status and importance as any other subject.

*“Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews fostering respect for others.”* A Statement of Entitlement, 2019.

In our school, learning about Christianity forms the majority of the syllabus, but 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.

## **Aims of Religious Education**

Through the teaching of religious education, pupils are taught to:

- Acquire and develop knowledge and understanding of Christianity and other world religions as diverse global living faiths;
- Understand the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- Develop the ability to make reasoned and informed judgements about religious and moral issues;
- 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.

The purpose of religious education does not include any attempt to alter a child’s beliefs. Indeed, reflecting the inclusive ethos of the school our religious education programme is designed not ‘to convert pupils or urge a particular religion or religious belief on pupils’.

## **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 the units of study at each key stage through a model of teaching built around Engage, Enquire, Evaluate and Reflect.

A rich RE curriculum includes

- focus days when the whole school takes time to concentrate on an RE theme or festival
- specific RE topics taught weekly or in a short block
- wider topics where RE could be effectively integrated such as work on Judaism as part of a WW2 history topic.

At the present time teaching of RE is based on the Oxford Diocese Board of Education Scheme of Work with some units taken from Understanding Christianity resource. Both resources are based on deep thinking and big questions such as 'Do religious symbols mean the same to everyone?' or 'Creation and Science: Conflict or Complementary?' The faiths and themes covered in each year group can be seen in Appendix 2: Long Term RE Overview. 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 visitor to school or a Barnabas RE Day.

*"Pupils can expect that a Church school RE curriculum will engage and challenge them through exploration of core concepts and questions. They can expect Church schools to provide meaningful and informed dialogue with a range of religions and worldviews..."*

*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.*

A variety of teaching and learning resources, styles and techniques are used to ensure learning provides for pupils' needs. We do not do formal testing for Religious Education, but 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 Appendix 3.

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 in the Learning Zone. 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, as well as from outside agencies such as Barnabas in Schools and BeSpace.

### **Withdrawal 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.

Linda Hull  
July 2019

Appendix 1: Religious Education in Church Schools: A Statement of Entitlement, February 2019

Appendix 2: Long Term RE Overview: July 2019

Appendix 3: End of Phase Outcomes