



Policy Name	Religious Education Policy
Policy Number	OJS1063
Version Number	1.5
Policy Owner	Headteacher

Governing Body	Full Governing Board
Reviewed	Autumn 2023
Next Review Date	Autumn Term 2026
Status and Review	Recommended and to be reviewed every 3 years

Religious Education Policy

The school has a statutory duty to teach Religious Education in every class. At Oakfield Junior School we do so following the Surrey SACRE scheme of work, which is an enquiry based approach to teaching and learning. Using this document, we enable children to develop a sound knowledge not only of Christianity but also of other world religions, including non-religious beliefs. Children reflect on what it means to have a faith and develop their own spiritual knowledge and understanding.

This policy outlines our approach to the teaching of Religious Education and reflects the views of all teaching staff at Oakfield Junior School and has been approved by the Governing Body.

At Oakfield, our intent for RE is that children will show curiosity and confidence as they learn about beliefs and practices of religions and other worldviews. Children will carefully consider how this range of beliefs influence morality, identity and diversity in their own community and the wider world. We work hard to ensure that children at Oakfield have exposure to a wide range of different religions and cultures.

Oakfield recognises and values the religious backgrounds and non-religious backgrounds of each of our pupils. We intend to be sensitive to the home background of all and therefore work to ensure that RE is accessible to all pupils and teachers.

Aims

Religious Education should enable pupils to:

- Develop knowledge and understanding of Christianity and other major world religions and the value systems found in Great Britain.
- Develop an understanding of what it means to be committed to a religious tradition.
- Appreciate the distinctive nature of religion and the contribution of religious and spiritual insights and values to the individual's search for meaning in life.
- Develop interest in and enthusiasm for the study of religion and enhance their own spiritual, moral, social and cultural education.
- Develop the ability to make reasoned and informed responses to religious and moral issues.
- Recognise the influence of beliefs, values and traditions on culture and community life.
- Develop investigative and research skills to enable them to make reasoned judgements about religious issues.
- To have respect for other peoples' views and to celebrate diversity in society.
- Develop an awareness of, and a sensitivity to the world in which we live through a better understanding of themselves, other people and the living world.
- Develop mindfulness strategies to build children's self-awareness and skills of reflection as well as their personal spiritual development.

Objectives

We will realise these aims by:

- Developing an understanding of the nature of God and religious faiths, including Christianity, by considering

- The Christian tradition
 - The language of religion
 - Other beliefs, their practices, artefacts and customs
- Enabling pupils to appreciate religion through exploring
 - Personal qualities and feelings
 - Relationships and responsibilities
 - The nature of the world
 - Spiritual, moral, social and cultural issues
 - Developing a vocabulary for use in discussing religion and religious concepts
 - Looking at aspects of the lives of some key religious figures
 - Using poetry and story for reflection and enjoyment
 - Enabling children to:
 - reflect upon experience, their own sense of personal identity and their relationships with other people, being sensitive to the needs and feelings of others
 - discuss through talking and writing religious ideas, moral questions and values
 - relate sympathetically to others and especially to people who do not share their beliefs
 - express their ideas and responses through a variety of media
 - ask perceptive questions and reflect on possible answers
 - To enable children to celebrate new achievements and discoveries, birthdays, family events and religious festivals.

Organisation

Each class receives a one hour lesson each week. All teachers plan from the Surrey SACRE scheme of work.

Teaching and Learning Style

We base our teaching and learning style in RE on the key principle that good teaching in RE allows children to learn about religious traditions, to reflect on what the religious ideas and concepts mean to them and use evaluation and critical thinking in relation to the enquiry question. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE enable children to build on their own experiences and extend their knowledge and understanding of religious traditions.

Children carry out research into religious topics. They study particular religious faiths and also compare the religious views of different faith groups. Children discuss religious and moral issues by working individually or in groups.

Provisions

Under the 1988 Education Reform Act a parent has the right to withdraw their child from formal Religious Education. If the school receives such a request it must be complied with.

A pupil may, if the parent requests, be taken from the school to receive Religious Education elsewhere. This is providing that the LA is satisfied that this will not interfere with the child's attendance at school, other than at the beginning or end of any school session.

The Headteacher will try to establish with any parent wanting to exercise the right of withdrawal:

- The religious issues about which the parent objects to his or her child being taught
- The practical implications of withdrawal (the child would have to move to another class for the duration of the lesson)
- The circumstances in which the school can reasonably be expected to accommodate parental wishes.
- Whether the parent will require any advanced notice of RE lessons and if so, how much.

Staff Development

The Subject Leader liaises with the staff to determine training needs.

Assessment and Monitoring

Pupils work can be assessed through:

- Teacher observation of the pupils during tasks
- Class/group discussions
- Observation of individual/ group tasks
- Pupils observing and helping other pupils
- Marking of written work

We assess pupils' ability based on 3 aspects of learning, known as the golden threads (Community - sociological, Identity - philosophical and God - theological). During lessons, teachers can target pupils with specific questions that relate to each aspect of learning in order to assess their ability. At the end of the unit, children complete a summative piece of work, which will reflect the learning that has taken place in the unit of work. From this, teachers can see whether they need to reinforce knowledge about the religion, extend subject specific vocabulary and build on personal resonance.

The Subject Leader will monitor the subject in a number of ways such as:

- Looking at lesson planning
- Observing RE lessons
- Work sampling
- Talking to teachers and pupils
- Auditing use of resources
- Pupil voice
- Teacher and pupil questionnaires

Resourcing

Teachers have access to the Discovery RE scheme of work which can be used together with the Surrey SACRE syllabus to support the teaching of RE.

The school has a collection of books and artefacts which can be found in the Library.