

Stoke Row CE School



Religious Education Policy

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Headteacher	Charlotte Whittle
Chair of Governors	David Lowe
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These policies are all created in line with the Christian foundation of this school which is expressed through our five core values and our view that every child is unique and valued.

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1 What is Religious Education?

We believe that religious education encourages a spiritual approach to living. It fosters knowledge and understanding of religious beliefs and practices and the development of personal skills in forming reasoned opinions, based on evidence and argument.

Religious education is concerned with personal feelings and experiences, human relationships and the variety of human responses to life and the natural world. Religious practice is an important part of the human response to existence, and so religious education also deals with the major religions and their writings, festivals, buildings, beliefs and symbols.

2 Aims

Stoke Row is a Church of England school and we believe that religious education is an important cornerstone of the whole curriculum. We aim to provide children with a Christian moral framework on which to build important life values and decisions.

Religious education at Stoke Row School aims:

1. To enable all children to have knowledge of Christian festivals, places of worship, ceremonies, and the Bible and to be able to compare these with other major world religions.
2. To enable all children to be aware of the spiritual dimension of life and to be able to reflect upon the religious significance of life's experiences.
3. To enable all children to evaluate and question religious concepts in order to form personal beliefs and values.

3 Planning and Delivery

For Key Stages One and Two we follow the Oxfordshire Agreed Syllabus for RE 2015-2020. For further details on the ethos and content, please see:

<https://www.oxford.anglican.org/wp-content/uploads/2015/06/Oxford-Agreed-RE-Syllabus-2015-2020.pdf>

4 The Foundation Stage

During the Foundation Stage children receive their entitlement in Religious Education through a range of activities with a specific RE focus, relating to Development matters. The breadth of study of RE in the Foundation Stage encompasses:

- Religions and beliefs,
- Themes
- Experiences and opportunities.

5 Teaching, Learning and Achievement

Learning will be organised to encourage the development of attitudes required by the Oxfordshire Agreed Syllabus: self-awareness, respect for all, open-mindedness, appreciation and wonder. A variety of resources, styles and techniques will be used as appropriate. Pupils will engage in activities which will also enable teachers to assess what they have learnt. Records kept will include information of pupils' experiences and judgements about their levels of attainment and progress. Individual unit assessments will be kept at the end of each term and a skills based assessment will be undertaken at the end of the academic year.

Some examples of resources we use to support teaching are:

- Understanding Christianity
- More than 101 great ideas
- REQuest
- BBC clips

Whenever possible, links are made to other subjects such as history, geography, art, mathematics and music. Pupils also have the opportunity to apply skills learned in other subjects to aspects of religious education. These include use of ICT skills to research and present information and use of literacy skills to read a range of texts and record their findings. Furthermore, trips and real life experiences are used, such as Skype conversations with those living in different countries, to enhance the children's understanding and appreciation of a range of religions.

6 Withdrawal from religious education

Parents may withdraw their children from all or part of religious education and 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 taught in this school. Parents who wish to withdraw their children must provide written notification to this effect.