



# **Religious Education Policy**

**Oakhurst Community First and Nursery  
School**

**November 2017**

## **Religious Education Policy**

### **Oakhurst Community First and Nursery School**

Oakhurst Community First and Nursery School delivers RE in line with the guidance in the National Curriculum and with the Locally Agreed Syllabus 'RE Search'.

"Pupils learn to weigh up the value and wisdom of different religions and world views to develop and express their own insights in response and to agree or disagree respectfully. RE develops in pupils the aptitude for dialogue so they can participate positively in our society with its diverse religions and world view. RE enables pupils to articulate clearly and coherently their personal beliefs, ideas and values while respecting the right of others to differ.

#### **Aims**

In Religious Education at Oakhurst Community First School we aim that pupil's will-

- Develop a knowledge and understanding of Christianity and its impact on our local community, and on our society today
- Develop a knowledge and understanding of some of the other principle religious traditions represented in Great Britain today and in particular Judaism, Islam and Hinduism
- Develop a sense of respect for religious traditions, beliefs and practice
- Encourage children to grow in their own spiritual development
- Develop a sense of awe, wonder and mystery
- Develop skills and attitudes which will support their personal, moral, social and cultural development
- Explore some questions of meaning and expression and consider how the world's religions have responded to them including food, music, art, dance, costume and social action
- Think about their own beliefs and values in the light of the beliefs of others, both religious and non religious, and the values of the school community.

#### **Approaches to the teaching of RE**

We aim to deliver the religious curriculum by starting from where the children's own experiences and contexts lie.

In order to make religious education a lively, active subject we employ a variety of teaching methods including art, music, discussion, the development of thinking skills, drama, the use of artefacts, pictures, stories, and the use of periods of stillness and reflection.

Where possible we want our pupils to have opportunities to encounter local faith communities through visits to local places of worship or visit from members of local faith communities.

We believe that we have a responsibility to provide a safe, secure environment where pupils of all beliefs will be free to express their opinions whilst respecting other people's different views.

We take account of the Prevent Duty and the guidance for schools regarding extremism.

To foster an appreciation that each person is special, and in accordance with the equal opportunities policy of the school, we will teach an awareness, respect and understanding of the similarities and differences of individuals and communities. This will be alongside celebrating the contribution that each person can make to society.

When religious artefacts are used as teaching aids, they will be treated with respect, appropriately and sensitively. Children will be encouraged to handle them carefully.

### **Delivery of the curriculum**

Religious Education at Oakhurst Community First School is delivered in the following way:

We use as a basis for our planning the Discovery Scheme of Work by Jan Lever.

Religious education is generally taught as separate lessons but may be taught as a specific aspect within a cross curricular theme.

After implementing, monitoring and reviewing the locally agreed syllabus we have agreed:

### **At Early years and Foundation Stage**

Children have opportunities to find out about aspects from Christianity, Islam, Judaism and a range of different religions and worldviews:

- Stories, poems, prayers and songs. Children can share their feelings and ideas through a variety of activities in art, music and movement, dance, role play and design and technology.
- Festivals and celebrations
- Artefacts and places of worship, visitors and videos

- Their own ideas and questions about religion, belief, truth and right and wrong.

## **Key Stage 1**

Pupils should explore through enquiry so that they know and understand:

- The place of religion and belief in their local community – recognizing diversity and the influence of those religions and worldviews, exploring questions about the meaning, purpose and value of life reflective of the beliefs and worldviews of the local community.
- The key features of Christianity.
- The key features of Islam, investigating what the five Pillars of Islam and why are they key to Muslim beliefs. Themed around community and belonging.
- The key features of Judaism, investigating beliefs by exploring Jewish festivals, traditions in the home and their commitment to God.

## **Key Stage 2**

Pupils should explore through enquiry so they know and understand:

- The key features of Christianity. – The significant part of the nativity story for Christmas today. The Easter story investigating - Is forgiveness always possible? Exploring how Christians pray and worship – Do people need to go to church to show they are Christians?
- Key features of Islam – Why Muhammad is called the ‘Messenger of God’.
- Key features of Judaism – Investigating the traditions of the Passover and how important it is for Jewish people to do what God asks them to do.
- Key features of Hinduism – Exploring how Hindus celebrate Divali at home and in the community bring a feeling of belonging to a Hindu child?

## **The contribution RE makes to other curriculum aims**

### **Spiritual, moral, social and cultural development**

Learning about and from religions and beliefs, through the distinct knowledge, understanding and skills contained in RE within a broad-based curriculum, is essential to achieving the development of spiritual, moral, social and cultural understanding. Exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society helps individuals develop moral awareness and social understanding.

### **Personal development and well-being**

RE plays an important role in preparing pupils for adult life, employment and lifelong learning. It helps children and young people become successful learners, confident individuals and responsible citizens. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making moral judgements and for evaluating different types of commitment to make positive and healthy choices.

RE subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. We aim to teach 'fundamental British values' which are defined as:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

RE is also an important subject in contribution to the schools development as a Rights Respecting School.

### **Assessment and monitoring of RE**

In line with the school policy on assessment and monitoring

It is expected that each teacher will be responsible for the regular assessment of their pupils through observation, questioning and marking work set. RE is assessed at least twice a year and is used to ensure all children make progress.

The co-coordinator and named RE Governor will monitor RE within the school through analysis of this assessment data, book scrutiny's and pupil interviews.

### **The right of Withdrawal from RE**

At Oakhurst Community First School we wish to be an inclusive community but recognise that parents, of course, have the legal right to withdraw their children from religious education on the grounds of conscience. We would ask any parent considering this to contact the head teacher to discuss any concerns or anxieties about the policy, provision and practice of religious education at Oakhurst Community First School.

The primary purpose of the school is to ensure the provision of a high quality education for all learners, irrespective of gender, ethnicity, social and economic background and circumstances, sexual orientation, physical or intellectual capability, nationality, religion or belief, age or chosen lifestyle. This policy has been reviewed in line with the schools equality policy.

Date of policy review: December 2019

