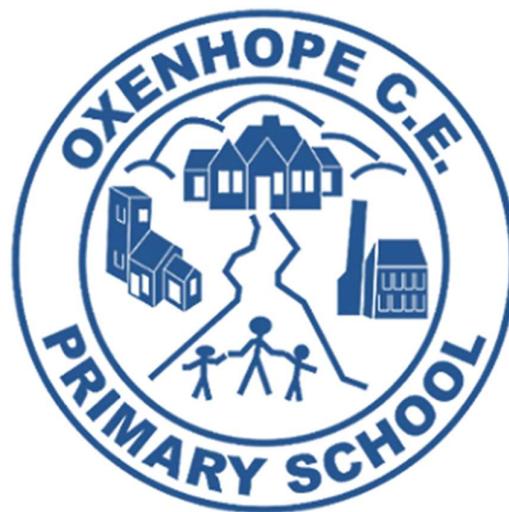




Oxenhope Church of England
Primary School

RE Policy



Created By:	Date:	Next Review Date:
A Jones	May 2021	May 2023

Our School Vision

We are a community where each person is valued by God. We nurture confidence, delight and discipline in seeking the skills needed to shape life well.

Life in all its fullness; John Chapter 10 v 10.

At Oxenhope our school values are:

<p>Love</p> 	<p>'Love your neighbour as yourself' Luke 10 v 27 Just like Jesus was 'moved with compassion' we want to instil the children of Oxenhope with selfless kindness towards others. The ultimate aim is to do good to other people, whoever they may be.</p>
<p>Service</p> 	<p>'Serve one another in love' Galatians 5 v14 At Oxenhope we actively seek opportunities to work together to help others in both our local and wider communities. As even Jesus washed the disciple's feet we can learn from his example and seek to do good where we can, both locally and globally.</p>
<p>Forgiveness</p> 	<p>'Forgive us our sins as we forgive those who have sinned against us.' Luke 11 v 4 These are the words we quote in our school prayer. As we appreciate how much we have been forgiven, we can forgive others.</p>
<p>Courage</p> 	<p>"Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go." Joshua 1 v 9 It is important that the children go from Oxenhope with a determined strength that they can bravely overcome whatever challenges they are faced with.</p>
<p>Endurance</p> 	<p>'Be joyful in hope, patient in affliction, faithful in prayer.' Romans 12 v 12 Jesus' followers are challenged to think of life like a race. However - NOT a short sprint but a marathon! The bible says that we are made stronger for the future every time we endure and refuse to give up. We teach our children to persevere and not give up hope.</p>
<p>Respect</p> 	<p>'So, in everything, do to others what you would have them do to you.' Matthew 7 v 12 At Oxenhope we teach children how to value others, whoever they may be, and celebrate what makes us different and unique.</p>

Our policy is based upon the Church of England Education Office document:
RELIGIOUS EDUCATION IN CHURCH OF ENGLAND SCHOOLS
A Statement of Entitlement

1. What are our aims in teaching RE?

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils’ own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

2. What do we expect pupils to achieve?

By the end of their time at Oxenhope, the expectation is that all pupils are religiously literate and as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and world views in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

3. What will we provide?

We have a duty to provide accurate knowledge and understanding of religions and world views. We will provide:

- A challenging and robust curriculum based on an accurate theological framework.
- An assessment process which has rigour and demonstrates progression based on knowledge and understanding of core religious concepts.
- A curriculum that draws on the richness and diversity of religious experience worldwide.
- A pedagogy that instils respect for different views and interpretations; and, in which real dialogue and theological enquiry takes place.
- The opportunity for pupils to deepen their understanding of the religion and world views as lived by believers.
- RE that makes a positive contribution to SMSC development.

4. Which religions do we teach?

Christianity provides the majority study in RE in our school; two thirds of curriculum time is given over to the teaching of Christianity.

Reception

Unit F1 Why is the word God so important to Christians?	Unit F2 Why do Christians perform nativity plays at Christmas?	Unit F4 Being special – where do we belong?	Unit F3 Why do Christians put a cross in an Easter garden?	Unit F5 Which places are special and why?	Unit F6 Which stories are special and why?
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The remaining third of our teaching time in RE is based on study of the following religions.

Year 1 – Judaism

Year 2 – Islam

Year 3 – Hinduism

Year 4 – Sikhism

Year 5 – Islam

Year 6 – Judaism

5. Which syllabus do we use?

4 half terms – Understanding Christianity

1 half term – Other faith using Discovery RE

1 half term – Charity / Community theme

We use the Leeds Diocese Syllabus. The teaching resource *Understanding Christianity* covers all aspects of Christianity and used as the basis for teaching Christianity throughout the school. We use this for 4 half termly units.

For one half term, we use the syllabus' units on other faiths and the thematic units to support our comparative studies. We use Diocese of Leeds and York syllabus to teach Sikhism, Islam, Hinduism and Judaism.

Each year group has a charity/community theme using the diocesan framework objectives.

6. How much time is spent per week?

Pupils have entitlement to at least 5% of curriculum time committed to the delivery of RE. At Oxenhope, we have one distinct RE lesson lasting one hour. Cross curricular themes, choice of study books in English etc. provide further opportunities for teaching RE.

The equivalent of 4 of our 6 half-termly units are based on Christianity with the remaining 2 dedicated to the teaching of another major world faith and the teaching of the thematic units.

Each class has 1 RE themed day each year where parents are invited in to see what work they have done and join in RE activities.

7. Who teaches RE?

RE is a core subject at Oxenhope and is therefore taught by the class teacher or, on occasion, by a senior member of staff. It is not taught in PPA cover.

8. What resources do we use?

We use *Understanding Christianity* as a basis for planning our RE lessons. We have an online subscription through our Diocese and each teacher is provided with a login. We have a hard copy of the materials, which is kept in the co-ordinator's classroom.

We have access to Discovery RE to support us with the planning and teaching of other faiths.

9. What is the long-term plan?

See appendix 1

10. How do we teach RE?

An enquiry-based approach with questions providing starting points for discussion. Wherever possible teachers link work in RE to the pupils' growing understanding and experience of the world, linking items from the news, issues of concern to the local community and to the school, into the teaching. RE is delivered as a living subject of relevance to supporting pupils in developing their own belief systems and guiding their behaviour decisions.

Techniques from P4C and oracy lessons are encouraged to support the development of pupils' ability to exemplify in order to illustrate reasoned argument, build on the ideas and contributions of others, modify their own ideas and belief in the light of reasoned argument.

Teachers find creative ways to teach RE to ensure that pupils greet RE lessons with enthusiasm and interest. We vary the approaches, using art works, dance, music, debate, video etc. as ways into the topics.

11. How do we record in RE?

Each child has a book which follows them through school. Assessed pieces of work and long writes are included in this. Teachers in EYs and KS1 do much of their recording in floor books but floor books are also used in KS2. Evidence of art, drama, speech bubbles, discussion and less formal work is included in the floor book. These books become a classroom resource for further study.

12. How do we assess RE?

We use the RE assessment statements, developed by the Diocesan advisor to assess against. Before we teach each Understanding Christianity unit, the assessment statements are stuck in the front of each child's book. The teacher then RAG rates them so the child can see their next steps and where they need to progress. We assess continuously and record assessments on Eazmag 's formative assessment tab at the end of each term. We draw the formative assessments together at the end of the year to judge whether pupils are working at the expected level for their age group.

The assessment boxes say if the child is achieving GD, S or BS across the 3 strands

- Making sense of the text
- Understanding impact
- Making connections

Appendix 1 – Long term plan

Oxenhope Primary School Long Term Plan using Understanding Christianity and Diocesan syllabus						
The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief						
Vision – Each child is to show love and respect, to wonder at the world around them and question and articulate their own beliefs						
RED – Covid 19 – catch up syllabus RECAP – Recap because only half a unit covered because of C-19 –						
Year Group	Autumn 1	Autumn 2 CHRISTMAS	Spring 1	Spring 2 EASTER	Summer 1	Summer 2 PENTECOST
Reception	Unit F1 Why is the word God so important to Christians?	Unit F2 Why do Christians perform nativity plays at Christmas?	Unit F4 Being special – where do we belong?	Unit F3 Why do Christians put a cross in an Easter garden?	Unit F5 Which places are special and why?	Unit F6 Which stories are special and why? OPEN DAY
Year 1	Unit 1.1 What do Christians believe God is like? Core Unit 1.2 Who do Christians say made the world? Core	Unit 1.2 Who do Christians say made the world? Core Unit 1.3 Why does Christmas matter to Christians? Core	Unit 1.4 What is the Good news Christians believe Jesus brings? Core Themed day based on Unit 1.9 What makes some places sacred to believers? OPEN DAY	Unit 1.5 Why does Easter matter to Christians? Core AND DIGGING DEEPER	Unit 1.6 Who is Jewish and how do they live? Core AND Digging Deeper	Unit 1.8 Who am I and what does it mean to belong? Core AND Digging Deeper
Year 2	Unit 1.1 What do Christians believe God is like? Digging Deeper Unit 1.2 Who do Christians say made the world? DD	Unit 1.2 Who do Christians say made the world? Digging Deeper Unit 1.3 Why does Christmas matter to Christians? Digging deeper	Unit 1.4 What is the Good news Christians believe Jesus brings? Digging Deeper	EASTER THEME DAY (see digging deeper – why does Easter matter to Christians?) RECAP HALF OF CORE Unit 1.6 Who is Jewish and how do they live? Core AND Digging Deeper OPEN DAY	Unit 1.6 Who is a Muslim and what do they believe? Core AND Digging Deeper Unit 1.8 Who am I and what does it mean to belong? Core AND Digging Deeper	Unit 1.10 How should we care for the world and for others and why does it matter? Core AND Digging Deeper Themed day based on Unit 1.9 What makes some places sacred to believers?
Year 3	Unit L2.2 What is it like to follow God? Core AND Digging Deeper	Unit L2.9 What are the deeper meanings of festivals? Core Unit 1.10 How should we care for the world and for others and why does it matter? Core AND Digging Deeper	Unit L2.4 What kind of world did Jesus want? Core AND Digging Deeper	Unit L2.5 Why do Christians call the day Jesus died Good Friday? Core AND Digging Deeper	L2.7 What does it mean to be a Hindu in Britain today? Core AND Digging Deeper Themed day based on Unit 1.9 What makes some places sacred to believers? OPEN DAY	Unit 1.6 Who is a Muslim and what do they believe? Core AND Digging Deeper
Year 4	Unit L2.1 What do Christians learn from creation story? Core AND Digging Deeper	Unit L2.9 What are the deeper meanings of festivals? Digging Deeper Unit L2.8 What does it mean to be a Sikh in Britain today? Core AND Digging Deeper	Unit L2.3 What is the Trinity? Core AND Digging Deeper	Unit L2.5 Why do Christians call the day Jesus died Good Friday? Core AND Digging Deeper RECAP OPEN DAY	Unit L2.6 When Jesus left, what next? Core AND Digging Deeper L2.7 What does it mean to be a Hindu in Britain today? Core AND Digging Deeper	Unit L2.10 How and why do believers show their commitments during the journey of life? CORE AND Digging Deeper

Year 5	<p>Unit U2.1 What does it mean if God is holy and loving? Core and digging deeper</p> <p>Unit U2.11 Why do some people believe in God and some people not? Core and digging deeper</p>	<p>Unit U2.3 How can following God bring freedom and justice? Core and digging deeper</p> <p>Unit U2.8 What does it mean to be a Sikh in Britain today? Core AND Digging Deeper RECAP</p>	<p>Unit U2.5 What would Jesus do? Core and digging deeper</p> <p>Unit U2.6 When Jesus left, what next? Core AND Digging Deeper</p>	<p>Unit U2.6 What did Jesus do to save human beings? Core and digging deeper</p>	<p>Unit U2.12 What will make Oxenhope a more respectful place? Core and digging deeper</p> <p>Unit U2.10 How and why do believers show their commitments during the journey of life? Digging Deeper</p>	<p>Unit U2.9 What does it mean for Muslims to follow God? Core and digging deeper</p> <p>Trip to Mosque Core and digging deeper</p> <p>OPEN DAY</p>
Year 6	<p>Unit U2.12 What will make Oxenhope a more respectful place? Core and digging deeper</p> <p>Unit U2.2 Creation and science, conflicting or complimentary?</p>	<p>Unit U2.4 Was Jesus the Messiah? Core and digging deeper</p>	<p>Unit U2.8 What kind of king is Jesus? Core and digging deeper</p>	<p>Unit U2.7 What difference does the resurrection make for Christians? Core and digging deeper</p> <p>Unit U2.6 What did Jesus do to save human beings? Core and digging deeper RECAP</p>	<p>Unit U2.13 Why is pilgrimage important to some religious believers? Core and digging deeper</p> <p>Unit 2.10 - What does it mean for a Jewish person to follow God? OPEN DAY Trip to synagogue. Core and digging deeper</p>	<p>Unit U2.14 How do religions help people live through good times and bad times? Core and digging deeper</p> <p>Unit U2.9 What does it mean for Muslims to follow God? Core and digging deeper Trip to Mosque</p>