



Oxenhope Church of England  
Primary School  
**RE Policy**



Created By:	Date:	Next Review Date:
A Jones	January 2023	May 2024

### School Vision

We provide the rich soil allowing children to flourish and develop deep roots. We nurture **growth**, enabling children to thrive as our Christian values blossom in their lives. We cultivate a sense of pride in our rural **community** where children are **loved** and valued.

*May our children flourish in their youth like well-nurtured plants. Psalm 144 v 12.*

Throughout our curriculum and school life, along with our school vision, these three golden strands permeate through everything we do.

### Community

Jesus often spoke of unity in our communities and encouraging one another on our journey. He spoke of bearing each other's burdens in love and helping those in need.

*'Live in harmony with one another.'* Romans 12 v 16



### Love

It says in the Bible that God is Love and encompasses all that is loving and good. Jesus showed the ultimate unconditional love when he laid down his life for us on the cross. Therefore, this love should lead to a desire to love other people.

*'Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us.'* Ephesians 5 v 2



### Growth

Just like a plant, we must endure the difficult times along with the good; but God has sent us his Holy Spirit to help and strengthen us so we can bear fruit and grow in the likeness of Christ.

*'Grown in the grace and knowledge of our Lord and Saviour Jesus Christ.'* 2 Peter 3 v 18



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

At Oxenhope CE Primary School, we believe in a broad, balanced and creative curriculum, which provides *each child* with a chance to flourish and achieve their potential by becoming successful, life-long learners. Our Christian ethos, character and values pervade Oxenhope CE Primary ensuring the exceptional personal development and academic achievement of the whole child, as well as the overall 'well-being' of the school community. The school is wholehearted in its commitment, putting faith and spiritual development at the heart of the curriculum.

### **Oxenhope's RE intent**

That our children love, respect, question and apply; and treat others how they want to be treated. To learn about world faiths and their influence on the world around them.

#### **1. What are our end of school expectations? How do we know that our intent is realised?**

That our children are:

- Religiously literate
- Theologically informed
- Can give a thoughtful account of Christianity as a living and diverse faith
- Show an informed and respectful attitude to religions and non-religious 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

#### **2. 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; 1 third of curriculum time is given over to the teaching of Christianity.

The other 2 thirds of our teaching time in RE is based on study of the following religions and core concepts such as belonging: Judaism, Islam, Hinduism, Sikhism, Islam, Judaism

#### **5. How much time is spent per week?**

Pupils have entitlement to at least 5% of curriculum time committed to the delivery of RE, moving towards 10%. At Oxenhope, we have one distinct RE lesson lasting one hour in KS1 and 1 hour and 15 minutes in KS2. Cross curricular themes, choice of study books in English etc. provide further

opportunities for teaching RE. We also have an RE open day in Summer 2 where we invite the parents in.

## 6. 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.

## 7. Skills and Knowledge in RE at Oxenhope

Skills and Knowledge – We use the Syllabus I Can statements for outcomes and identify which learning is taking place by using the following types of knowledge which are identified on our Medium Term Plans:

1. Substantive knowledge (religions, traditions, making links – what they should know – subject specific knowledge) ensuring depth and breadth
2. Disciplinary Knowledge – methods and techniques (how they use that to develop over time) Needs to be balance of:
  - THEOLOGY (how beliefs are applied)
  - PHILOSOPHY (the diverse impact on individuals, communities and society)
  - SOCIAL SCIENCES (making sense of it, questioning, morals, ethics)
3. Personal Knowledge – where they stand

## 8. What resources do we use?

We use *Understanding Christianity* for our Christianity units and some core concepts, and we use the Leeds and York Diocesan syllabus for world faiths and some core concepts.

## 9. What is the long-term plan?

<b><u>Oxenhope Primary School Long Term Plan using Understanding Christianity and Diocesan syllabus 2022/23</u></b>						
Love, Community, Growth						
Year Group	Autumn 1	Autumn 2 CHRISTMAS	Spring 1	Spring 2 EASTER	Summer 1	Summer 2 RE OPEN AFTERNOON
Discovering						
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? – Links to other faiths and local area	Unit F3 Why do Christians put a cross in an Easter garden? Link to local area	Unit F5 Which places are special and why? – Links to other faiths and local area	Unit F6 Which stories are special and why? – links to other faiths.
Exploring						
Year 1	Unit 1.1 What do Christians believe God is like? Core and digging deeper	Unit 1.3 Why does Christmas matter to Christians? Core	Unit 1.9 What makes some places sacred to believers? Core and digging deeper	Unit 1.5 Why does Easter matter to Christians? Core	Unit 1.6 Who is <u>Jewish</u> 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 1.2 Who do Christians say made the world? Core and digging deeper	Unit 1.3 Why does Christmas matter to Christians? DD	Unit 1.4 What is the Good news Christians believe Jesus brings? Core and Digging Deeper	Unit 1.5 Why does Easter matter to Christians? Digging Deeper	Unit 1.6 Who is a <u>Muslim</u> and what do they believe? Core AND Digging Deeper	Unit 1.10 How should we care for the world and for others and why does it matter?

## Connecting

Year 3	Unit L2.2 What is it like to follow God? Core AND Digging Deeper	What if you don't believe in a God? Non-religious world views Atheist (why do some people believe in a God and some people do not?)	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 <u>Hindu</u> in Britain today? Core AND Digging Deeper	Unit L2.1 What do Christians learn from the creation story? Core AND Digging Deeper
Year 4	Local places of worship and their beliefs	Unit L2.9 What are the deeper meanings of festivals? Core and Digging Deeper	Unit L2.3 What is the Trinity? (Incarnation and God) Core AND Digging Deeper	Unit L2.8 What does it mean to be a <u>Sikh</u> in Britain today? Core AND Digging Deeper	Unit L2.6 When Jesus left, what next? Core AND Digging Deeper	Unit L2.10 How and why do believers show their commitments during the journey of life? C/H/S
Year 5	Unit U2.1 What does it mean if God is holy and loving?	Unit U2.4 Was Jesus the Messiah?	Unit U2.5 What would Jesus do?	Unit U2.6 What did Jesus do to save human beings?	Unit U2.12 What will make Oxenhope a more respectful place?	Unit U2.9 What does it mean for <u>Muslims</u> to follow God? <u>Trip to Mosque</u>
Year 6	Unit U2.3 How can following God bring freedom and justice?	Unit U2.2 Creation and science, conflicting or complimentary?	Unit U2.13 Why is pilgrimage important to some religious believers?	Unit U2.7 What difference does the resurrection make for Christians?	Unit 2.10 – What does it mean for a <u>Jewish</u> person to follow God? Theme day <u>Trip to synagogue.</u>	Unit U2.14 How do religions help people live through good times and bad times?

### 10. How do we teach RE?

We are very inclusive and non-judgemental in our approach to RE. The children feel safe, valued and accepted and confident enough to share their opinions. We have 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.


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, etc. as ways into the topics.

### 11. Do you have knowledge organisers for RE?

Yes. The key questions inform the pre and post learning task. We also have key vocabulary and definitions, and also the outcomes which will be highlighted. The Knowledge organisers also have useful pictures and diagrams on them.

Year 4 RE Knowledge Organiser (Spring 1) Incarnation / God - What is the Trinity

Key Vocabulary			
Trinity	God is one but made up of 3 equal parts	The Holy Spirit	Christians believe the Holy Spirit lives within them guiding and helping them
God the Father	God who lives in Heaven and created the world	The Grace	An important Christian prayer
God the son	Known as Jesus who came to earth to die on the cross and now lives in Heaven	baptism	A religious sign of being washed clean with water. An outward sign of being a Christian
God the Spirit	Known as the holy Spirit or the Holy Ghost	Pentecost	The descent of the Holy Spirit and the Christian church's mission to the world
The Word	God is sometimes described in the bible as 'the word'.	Incarnation	God becoming man at Christmas




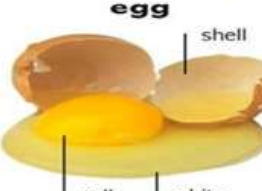

### OUTCOMES

**BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:**

- Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.
- Offer suggestions for what texts about God might mean.
- Give examples of what the texts studied mean to some Christians.
- Describe how Christians show their beliefs about God the Trinity in the way they live.
- Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.

### Key Questions

- What are the first 4 books in the New Testament called?  
The Gospels
- What does 'The word became flesh' mean?  
God, the word, became man, flesh
- What is the Trinity?  
The belief that God is 3 parts
- What are the 3 parts of the trinity?  
Father, son and holy spirit
- What are their main roles?  
God—creator, Jesus came to the world to die on the cross, Holy Spirit to help and guide us.

## 12. How do we record in RE?

Each child has an exercise book with some of the written evidence in. This is also where we record our Friday reflections. Teachers do much of their recording in floor books where 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.

## 13. How do we assess RE?

We use the RE assessment statements, developed by the Diocesan advisor to assess against. Before we teach each unit, the assessment statements are stuck in the front of each child's book as they are on the knowledge organiser. 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 at the end of each term using the key questions from the knowledge organiser as the pre and post learning task. The assessments then inform the RE plan of action.

The assessment boxes say if the child is achieving ARE, or above or below ARE across the 3 strands

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