



# GREAT ROLLRIGHT CE PRIMARY SCHOOL

Church End, Great Rollright, Oxon, OX7 5SA 01608 737202

Head Teacher – Miss Michelle Hastings



## Policy Statement for Religious Education

### Our Vision

Like the Good Shepherd, we nurture our children as unique individuals in a safe and secure environment, to ensure they thrive and fulfil their potential.

Our Christian distinctiveness can be seen in the way the value of **LOVE** is visible in every area of school life, and our strong inclusive community is strengthened by our other Christian Values of **COURAGE, RESPECT** and **TRUTH**.

We are a thriving village school with a warm and friendly atmosphere and all we are and all we do is founded on the principles of the Christian faith. We nurture every child in a secure and positive learning environment so that each one is a happy, confident learner who thrives in a culture of equality. We enable each child to develop their spiritual growth and moral understanding. Every member of the Great Rollright School community is valued and respected, so that everyone can have a positive attitude to themselves, others and life. We inspire high self-esteem and aspirations, we recognise the talents of all, we value personal and academic achievement and we celebrate the success of each and every individual.

The values we hold for our school Love, Courage, Truth and Respect. Everything we do is rooted in these and so we have a strong inclusive community.

### The Legal Position

Great Rollright School, in accordance with its Trust Deed, provides religious education for all pupils registered at the school. Following advice from the Oxford Diocesan Board of Education, the Governors decided that religious education in our school should be based upon, the “Challenging RE” The Oxfordshire Agreed Syllabus for RE 2015 - 20. Religious education has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

### The Aims of our R.E. Teaching are:

1. 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.
2. To enable pupils to know and understand about other major world religions and world view, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
3. To contribute to the development of pupils’ own spiritual and philosophical convictions, exploring and enriching their own beliefs and values.

### The Value of Religious Education

Our syllabus sets out the aims of religious education as:

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- provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human
- develop pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these
- offer opportunities for personal reflection and spiritual development
- enhance pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression as well as the influence of religion on individuals, families, communities and cultures
- encourage pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning
- challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses
- encourage pupils to develop their sense of identity and belonging, and enable them to flourish individually within their communities, and as citizens in a pluralistic society and global community
- play an important role in preparing pupils for adult life, employment and lifelong learning enabling them to develop respect and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- promote discernment enabling pupils to combat prejudice

The purpose of religious education does not include any attempt to alter a child's beliefs. Indeed, reflecting the inclusive ethos of the school our religious education programme is designed not 'to convert pupils or urge a particular religion or religious belief on pupils'. (Agreed Syllabus quoting from the DFE circular 1/94 paragraph 32)

## KS1 and KS2 Planning and Delivery

This is based on an accurate theological framework which draws on the richness and diversity of religious experience worldwide. Our pedagogy instils respect for different views and interpretations, in which dialogue and theological enquiry can take place. We provide our pupils with opportunities to deepen their understanding of a religion and its associated world views as lived by believers.

The teaching of R.E. is given between 5% and 10% dedicated curriculum time. We follow the scheme of work written and published by The Diocese of Oxford and in KS1 and 2 there is a two thirds Christianity content.

The religious education curriculum is based on two key aspects of learning laid down in the locally agreed syllabus:

Learning about religion  
Learning from religion

Teachers use these strands when planning their lessons. As already mentioned, all pupils learn about Christianity and other world faiths in a course in which Christianity clearly predominates. In addition to Christianity, Judaism, Islam among other faiths, are

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explored in Key Stage 1. In addition to Christianity, at least Judaism, Islam and Hinduism are explored in Key Stage 2. These will be explored in relation to a number of key themes in each key stage.

## **Planning Overview for KS1 and KS2:**

There is a two year plan. Currently we are using The Diocesan Scheme of Work for all of the teaching units. From April 2018 Years 1 and 2 will be using Understanding Christianity material to complement the Christian content. From September 2018 this will be the case for Years 1-4 and from September 2019 for Years 1-5, then in 2020, Years 1-6.

A copy of this whole school plan can be found at **Annex A** attached to this policy.

## **Learning and Achievement**

Learning is organised to encourage the development of attitudes required by the locally agreed syllabus: self-awareness, respect for all, open-mindedness, appreciation and wonder.

A variety of resources, styles, and techniques are used as appropriate. Students engage in activities which enable teachers to assess what they have learned. Visits to places of worship are used as an integral part of learning and enable pupils of all abilities to access knowledge and understanding of faith communities. Records kept include information of pupils' experiences and judgements about their levels of attainment and progress as well as in their exercise books(KS2)

During the year teachers teaching R.E. assess each pupil at the end of each unit against a grid of levelling statements to ascertain at which level the child is working in R.E. at that time. A best fit level will be agreed. This will support a judgement about the level at which each child is working for the end of the year.

## **Monitoring and Evaluation**

The RE subject leader will monitor teaching and learning in RE in accordance with the school RE policy. Lesson observations will take place bi- annually, and book and planning reviews will form part of the monitoring cycle. Feedback will be given to individual teachers and form part of an overview briefing in any subsequent Staff Meeting.

## **Resourcing and Support**

The RE subject leader will ensure that RE resources are kept up- to- date and that staff are informed when new resources are purchased or made available electronically. Within school, there are Faith boxes containing source materials and artefacts, which should be treated carefully and respectfully by both staff and children.

## **Planning and Delivery in the Foundation Stage**

During the foundation stage children begin to explore the world of religion in terms of special people, books, times, places and objects, and by visiting places of worship. Children listen to and talk about religious stories. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.

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They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.

## **Learning about religion and belief**

Pupils should be taught to:

- talk about aspects of some religious stories, including Bible stories and the stories behind Christmas and Easter, e.g. saying what they like about them
- recognise simple religious beliefs or teachings e.g. love your neighbour, God is great
- identify simple features of religious life and practice in a family context e.g. saying family prayers, naming a baby or celebrating a festival
- recognise a number of religious words e.g. religion, pray, church, amen, saint, and in particular, understand the use of the word 'God' in a religious context
- name the cross as a Christian symbol and recognise some other religious symbols or symbolic clothing e.g. Jewish kippah, Sikh turban
- recognise some Christian religious artefacts, including those in cultural as well as religious use e.g. Christmas cards, Easter eggs, hot cross buns.

## **Learning from religion and belief**

Pupils should be taught to:

- recognise aspects of their own experiences and feelings in religious stories and celebrations
- recognise there are both similarities and differences between their own lives and those of other children, including those from religious backgrounds
- identify what they find interesting or puzzling about religious events
- ask questions about puzzling things in religious stories or in the natural world
- say what matters or is of value to them and talk about how to care for and respect things that people value
- talk about what concerns them about different ways of behaving e.g. being kind and helpful, being unfair or mean.

**Planning** for Year R can be found at **Annex B** attached to this policy.

## **Withdrawal from religious education**

R.E. is part of a broad based curriculum in which we encourage full participation. Only in exceptional circumstances may parents withdraw their children from all or part of religious education. Teachers can also exercise a right to withdraw from teaching the subject. Parents who wish to withdraw their children are requested to provide written notification to this effect.

Policy agreed on behalf of the Governing Body on

Signed.....Governor, Helen Hare

Review Date:

## **Annex A – Planning overview for Key Stage 1 and 2**

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## **Annex B** – Long Term Plan – Reception

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<p><b>Term 1</b></p> <p><b>Why is the word God so important to Christians?</b></p>	<p>‘Why is the word God so important to Christians?’ lays foundations for understanding the Christian belief that the universe is not random but the creation of a holy God, who designed and gave life and purpose to our world. ‘God’ is therefore an important and significant name for believers.</p> <p>This unit is the first of two underpinned by the idea of ‘creation’ as expressed in the Christian faith. The other unit is called ‘How can we care for our wonderful world?’ Both units also offer pointers to beliefs held by others about God.</p>
<p><b>Term 2</b></p> <p><b>Why do Christians perform Nativity plays at Christmas?</b></p>	<p>‘Why do Christians perform Nativity plays at Christmas?’ lays foundations for understanding that Christians believe they encounter God in the historical person of Jesus. They celebrate Jesus’ nativity (birth) because it is the coming of God to earth, not just as a human baby but as God ‘incarnate’ on earth.</p> <p>This unit is the first of two underpinned by this idea of ‘incarnation’ as expressed in Christian faith. The other unit is ‘What makes every single person unique and precious?’ which focuses on the belief that every person is a unique ‘incarnation’ / person, made in the image of God. Both units also offer pointers to religious beliefs held by others.</p>
<p><b>Term 3</b></p> <p><b>How can we help others when they need it?</b></p>	<p>This unit is the first of two underpinned by the idea of ‘salvation’ as expressed in the Christian faith. Salvation means ‘being rescued’ or ‘offering help’.</p> <p>‘How can we help others when they need it?’ lays foundations for understanding the Christian belief that God came to earth in Jesus, to rescue humans from their failings and wrongs, and to call his followers to love and help all in need just like him. Jesus’ name actually means ‘saviour’ or ‘rescuer’, someone who helps others in real need. Jesus paid the ultimate price by dying for others and, even for humans, helping can be costly and requires collaboration. The unit also offers pointers to what another faith teaches.</p>
<p><b>Term 4</b></p> <p><b>Why do Christians put a cross in an Easter Garden?</b></p>	<p>‘Why do Christians put a cross in an Easter Garden?’ lays foundations for understanding that Christians believe Jesus died on a cross to rescue humanity from the sin which cuts them off from God. Christians believe Jesus was raised from death and offers them forgiveness of sin and new life with him in heaven. The cross symbolises these beliefs.</p> <p>This unit is the first of two underpinned by this idea of ‘salvation’ as expressed in Christian faith. The other unit is ‘How can we help others when they need it?’ which focuses on the belief that all humans need help but can also help the needy in response to Jesus’ command to ‘love you neighbour as you love yourself.’ Both units also offer pointers to religious beliefs held by others.</p>
<p><b>Term 5</b></p> <p><b>What makes every single person unique and precious?</b></p>	<p>‘What makes every single person unique and precious?’ lays foundations for understanding the Christian belief that all humans are made in the image of God. each an ‘incarnation’, a physical being known and loved by him.</p> <p>This unit is the second of two underpinned by the idea of ‘incarnation’ as expressed in the Christian faith. Incarnation simply means ‘in a body’. The other unit ‘Why do Christians perform nativity plays at Christmas?’ explored the idea of Jesus as God becoming human. Both units also offer pointers to beliefs held by other faiths.</p>
<p><b>Term 6</b></p> <p><b>How can we care for our wonderful world?</b></p>	<p>‘How can we care for our wonderful world?’ lays foundations for an understanding that Christians believe humans are a special part of God’s creation and have a God-given responsibility to care for the incredible world we all share.</p> <p>This unit is the second of two underpinned by the idea of ‘creation’ as expressed in the Christian faith. The other unit is called ‘Why is the word ‘God’ so important to Christians?’ Both units also offer pointers to beliefs held by others about God.</p>

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