

OWSLEBURY PRIMARY SCHOOL POLICY DOCUMENT



NO. B130 RELIGIOUS EDUCATION

Date of Update	Reason for Update	Next Update
January 2020	Review by Curriculum Leader	January 2022

1) Legal Requirements

Religious Education is not a core or foundation subject but the 1996 Education Act states that Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils. All schools are required to teach Religious Education following the locally agreed syllabus. The Hampshire, Portsmouth, Southampton and the Isle of Wight Agreed Syllabus, Living Difference III, is followed at Owslebury Primary School.

2) Aims and Objectives

Owslebury Primary School believe it is important to develop responsible citizens who are able to make positive contributions to society. Therefore the Religious Education curriculum places importance on developing the whole child; spiritually, morally, socially, culturally and intellectually.

Specifically, Religious Education at Owslebury Primary School aims to enable children of all abilities and stages of development to:

- Develop knowledge and understanding of the cultures, beliefs and practices of Christianity and other principal religions in Britain.
- Understand the different forms which religious expression may take.
- Have opportunities for personal reflection and their spiritual, moral, social and cultural development.
- Ask challenging questions.
- Develop attitudes of compassion, sensitivity and open-mindedness.
- Celebrate diversity and challenge stereotypes and prejudice.
- Develop a sense of awe and wonder.
- Explore concepts of love, forgiveness, commitment and belonging.
- Build their sense of identity and belonging to enable them to flourish individually within their communities and as citizens in a multi-faith and multi-cultural society and global community.
- Consider how they might contribute to their communities and to wider society.

Religious Education at Owslebury Primary School enables pupils to explore and develop their own ideas, values and traditions (religious or non-religious) and have respect for the faith, beliefs and values of others. Working alongside the school's values of respect, aspiration, nurture, collaboration and resilience, Religious Education gives particular opportunities to promote additional attitudes of respect, tolerance and empathy, which are important in the diverse world children are growing up in.

Religious Education should reflect the fact that the religious traditions of Great Britain are, in the main, Christian. However, to live harmoniously in today's multicultural society, Religious

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Education should include other principal religions represented in Great Britain. Therefore, children at Owslebury Primary School will study three other religions (Judaism, Hinduism and Islam) in addition to Christianity.

Yearly overview of concepts/religions taught at Owslebury Primary School:

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Special (People) †	Celebrating (Jesus' Birthday) †	Storytelling (Jesus the Storyteller) †	Symbol (New Life) †	Change (People Jesus Met) †	Special (Clothes) †
Year 1/2	Authority (Key Events in Jesus' Life) †	Journey's End (Nativity Journeys) †	Remembering (Passover) ☆	Welcoming (Palm Sunday) †	Belonging (Belonging in Judaism) ☆	Special (Books) ☆
Year 3/4	Creation (Creation Stories) ॐ	Imagery (Angels) †	Good & Evil (Holi) ॐ	Ceremony (Death Ceremonies) †	Transformation (Ganesh) ॐ	Symbol (Stones) †
Year 5/6	Justice (Religious Stories) ☾	Prophecy (The Magi) †	Ritual (Wu-du) ☾	Laws (Jesus, the Law Breaker) †	Messages (Stories with Messages) †	Peace (Revelation of the Qur'an, Ramadan and Sawm) ☾

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	As above	As above	As above	As above	As above	As above
Year 1/2	Thankfulness (Harvest) †	Symbol (Light) ☆	Special (Place-Synagogue) ☆	Sad and Happy (Easter Story) †	Remembering (Shabbat) ☆	Story (Story) †
Year 3/4	Temptation (Making Choices) †	Holy (Mary, Mother of God) †	Myth (Myth) ॐ	Ritual (Paschal Candle) †	Devotion (Hindu Worship-Temple) ॐ	Protection (Raksha Bandhan) ॐ
Year 5/6	Belonging (Shahada and Salat) ☾	Interpretation (Christmas: the two birth narrative) †	Stewardship (Creation) ☾	Resurrection (The Empty Cross) †	Umma (Community: Hajj and Zakat) ☾	Sacred Place (Places of Worship-Mosque) ☾

The minimum time allocation for Religious Education at Owslebury Primary School is:

- 36 hours per year in EYFS (6 hours per half term)
- 36 hours per year at Key Stage 1 (6 hours per half term)
- 45 hours per year at Key Stage 2 (7.5 hours per half term)

3) Teaching and Learning

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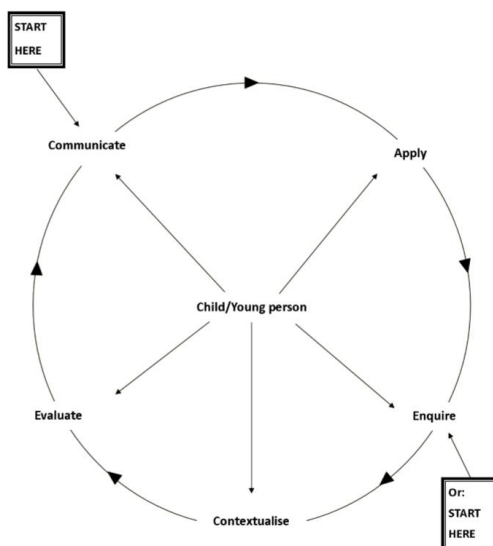


Teaching methods are stimulating and engaging, providing all children access to Religious Education. A safe, open and collaborative learning environment is encouraged in the classroom and throughout the school. A range of teaching and learning strategies which are effective for inclusive teaching of Religious Education include:

- Open discussions and debates
- Drama/role play
- Written work
- Stories
- Research activities
- Games
- Circle time
- Use of artefacts
- Videos/photos
- Art and craft
- Use of technology
- Music
- Cooking activities
- Visits and visitors

Religious Education at Owslebury Primary School is usually taught discreetly but where possible it is linked to the half termly project. The recommended pattern is for Religious Education to be explored in blocked units of time, such as whole days or consecutive afternoons for each unit of work. However, this is not always possible and can be taught across a half term.

The Living Difference III adopts an enquiry based approach which gives children the opportunity to respond from their own experiences of the concept before being introduced to the way other religions appreciate it. The cycle ends by giving children the opportunity to evaluate what they have learned and make a judgement about why something is important for someone else as well as to distinguish what may be important for themselves. The enquiry into a concept can also begin at 'enquire' when the concept is beyond the experience of most of the children/the concept is particularly complex.



Communicate: Children are invited to think about their own experiences of the concept.

Apply: Children explore their own responses in relation to others' experience.

Enquire: Children are introduced to ideas that are new, recognising that there are many different ways of looking at things.

Contextualise: Children recognise the concept in a religious context.

Evaluate: Children weigh up their experience of the concept in two ways. First from the viewpoint of someone living a religious life and then what may be of value from their own point of view.

Living Difference III (2016)

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4) Assessment

Achievements of children are recorded half termly, after an enquiry. This is a formal opportunity for the teachers assessment of the children's knowledge and understanding of the concept. Judgements can take different forms such as discussions or work in books. The children's attainment in Religious Education is reported to parents at the end of each academic year in school reports.

5) Monitoring RE

The Religious Education leader monitors the teaching and learning throughout the year by having discussion with teaching staff and children, scrutinising planning and children's work to ensure there is a consistent and coherent approach. An evaluation of the effectiveness will take place by monitoring assessment, at the end of each academic year, to ensure children are making expected progress.

6) Community Links

Owslebury Primary School has a close relationship with the Parish Church. The vicar is a regular visitor to the school and the children are able to visit the church and attend services which are held for Harvest, Christmas and Easter. The school seeks to develop opportunities to invite visitors from religions other than Christianity into the school as well as making visits to non-Christian places of worship.

7) Equal Opportunities and Inclusion

Religious Education promotes equality through an open forum to discuss and respect others beliefs. Religious Education subject matter gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. Many aspects of Religious Education deal with peoples beliefs. This can be too abstract for those children with poor language skills. It is important that they are given more concrete experiences which can be explored through visual aids and artefacts. It is always the aim to work towards a more demanding level.

8) Right to withdraw

Parents have the right to withdraw their children from all or part of Religious Education. Those wishing to exercise this right are invited to speak with the head teacher who will explore any concerns and discuss any impact that withdrawal may have on their child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Where parents have requested that their child is withdrawn, their right must be respected and no reasons needs to be given. The school will review the request each year, in discussion with the parent and will inform the local Standing Advisory Council on RE regarding the numbers of children being withdrawn.