

# Lewknor C of E School

## Religious Education Policy

September 2019 – Review September 2022

Our school's core Christian values: friendship, wisdom and integrity

### INTENT, IMPLEMENTATION AND IMPACT

#### The Legal Position

Lewknor Church of England Primary School provides religious education for all pupils registered at the school. Following advice from the Oxford Diocesan Board of Education, the governors and head teacher decided that religious education in our school should be based upon the Oxfordshire agreed syllabus. 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.

#### Curriculum Intent

Religious education enables pupils to:

- Learn about religions and beliefs which have influenced the lives of millions of people and heavily influenced the development of different human cultures
- Apply academic skills such as analysis and critical and creative thinking
- Learn more about themselves and their place in the world from their increasingly academic and creative exploration of religions and belief

(Oxon RE syllabus pg. 6)

#### Curriculum Impact

Religious education aims to help pupils to:

- Understand the nature, role and influence of religion in the world
- Pursue personal quests for meaning, purpose and value
- Formulate reasoned opinion/argument and handle controversial issues
- Develop understanding of and respect for different beliefs and life-styles

(Oxon for Religious Education pg. 8)

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)

#### Curriculum Implementation

##### Planning and Delivery

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 will use these strands when planning their lessons. All pupils will learn about Christianity and other world faiths in a course in which Christianity will clearly predominate. In addition to Christianity, Judaism will be explored in Key Stage 1 and Islam, Hinduism and

Sikhism will be explored in Key Stage 2. Pupils will explore these religions in relation to a number of key questions in each key stage:

Key Stage One:

- Is everybody special?
- Should we celebrate Harvest or Christmas?
- How should people care for the world?
- Should everyone follow Jesus?
- Can stories change people?
- Do we need shared special places?
- Who should you follow?
- Should you wear symbols?
- Does everyone celebrate the New Year?
- Is Easter important for the Church?
- Are some stories more important than others?
- How should you spend the weekend?

Key Stage Two:

- Do Christians have to take communion?
- Is light a good symbol for celebration?
- Is a Jewish /Hindu child free to choose their beliefs?
- Does Easter make sense without Passover?
- Does Jesus have authority for everyone?
- Can made-up stories tell the truth?
- Do Murtis help Hindus understand God?
- Should Christians worship Mary?
- Is a holy journey necessary for believers?
- Should believers give things up?
- Did Jesus really do miracles?
- Does prayer change things?
- Do Muslims need the Qur'an?
- Does God communicate with man?
- Does the community of the Mosque help Muslims lead better lives?
- Was the death of Jesus a worthwhile sacrifice?
- Are you inspired?
- What's best for our world?
- Does religion help people decide?
- Is "God made Man" a good way to understand the Christmas story?
- Do clothes express belief?
- Is the resurrection important to Christians? Can we know what God is like? Does what you believe about creation matter?

**Teaching, Learning and Achievement**

Learning will focus on pupils' own experiences as well as religious experiences and concepts. A variety of resources, styles and techniques will be used as appropriate. Pupils will engage in activities which will also enable teachers to assess what they have learnt. Records kept will include information of pupils' experiences and judgements about their attainment and progress.

**Monitoring**

The subject leader and headteacher are responsible for monitoring the standards of the children's work and the quality of teaching in RE. They are also responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject. The RE subject coordinator has specially allocated time for carrying out the vital task of reviewing samples of children's work and visiting classes to observe teaching in the subject, together with the link governor.

**Withdrawal from religious education**

Parents may withdraw their children from all or any part of religious education and teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children are requested to provide written notification to this effect.

**Each child is unique and a valued part of our school community.**