



## **OXLEY PARK ACADEMY** **RELIGIOUS EDUCATION POLICY**

### **Rationale**

Our school community is made up of staff and pupils who originate from many different nationalities, cultures and faith groups. We believe that Religious Education provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

RE is taught in accordance with the aims of the Agreed Syllabus. Particularly relevant to our school is the aim which states:

*'Religious Education should help pupils to develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of many religions and beliefs.'*

### **Aims**

Religious education is inclusive, recognising and seeing connections with each represented religion and those with no faith. Through religious education we aim to help children develop knowledge and understanding of Christianity and the other principal religions.

We aim to develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures.

We aim to enhance spiritual, moral, cultural and social development by:

- Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them
- Responding to such questions with reference to the teachings and practices of religions and to their understanding and experience
- Reflecting on the children's own beliefs, value and experiences

Through religious education we aim to develop respect for other people's right to hold different beliefs.

We aim to develop a positive attitude towards living in a society of diverse religions.

## **Planning**

At Oxley Park Academy the scheme of work for Religious Education covers all the requirements of the Milton Keynes Agreed Syllabus. The planning is monitored by the Subject Leader on a termly basis to ensure continuity, progression and consistency throughout the school.

## **Teaching and Learning**

A range of styles of teaching is necessary for the teaching of Religious Education. Approaches need to be related to the topic itself and to the abilities, learning styles and experience of pupils.

As detailed in our “Oxley Park Academy for Learning and Teaching”, teaching will be differentiated to meet individual need and will include opportunities for

- Teacher exposition
- Discussion techniques (pupil/pupil and pupil/teacher)
- Appropriate practical work
- Consolidation and practice of fundamental skills and routines
- Use of ICT, museum resources and outside visits
- First hand experience
- Investigation work
- Class work, group work, individual work
- Recording and observation
- Provision of different media and materials to address variety in learning styles

## **Equal Opportunities and Inclusion**

At Oxley Park Academy we are committed to equality of opportunity and inclusion as detailed in the school policy. We have a responsibility to provide a broad, balanced and relevant curriculum for all our pupils which sets suitable learning challenges, giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible including pupils whose attainments fall significantly below the expected levels and also those whose attainments significantly exceed those expected.

All staff will have high expectations of all pupils and provide opportunities for everyone to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds.

Teachers should be aware that pupils bring to school different experiences, interests and strengths, which will influence the way in which they learn.

## **Role of the Subject Leader**

The role of the Subject Leader is to:

- Purchase, organise and maintain teaching resources
- Manage a delegated budget and keep spending within it
- Encourage and assist in training
- Provide guidance and support in implementing schemes of work
- To co-ordinate recording and presentation throughout the school after consultation with colleagues
- Advise the Senior Leadership Team of action required (e.g. resources, standards, etc.)
- Encourage ways of involving parents in their child's learning
- Provide support for all who teach art and so improve the quality and continuity of art teaching and learning throughout the school

## **Resources**

The Subject Leader has an inventory of all equipment needed.

General Religious Education resources are stored in Classrooms and in the Library

Thematic boxes are stored in Key Stage 1 and 2 cupboards.

## **Health and Safety**

At all times due care and consideration is given to health and safety as outlined in our Health and Safety policy

**Date: Summer 2014**

**Review Date: Summer 2016**