

Shenington Church of England Primary School

Stocking Lane, Shenington, Oxon OX15 6NF

Telephone 01295 670273

Email: office.5200@shenington.oxon.sch.uk



POLICY DOCUMENT

Excellence Through Endeavour
"Let your Light Shine" – Matthew 5:16

School Policy Statement for Religious Education

In Shenington C of E VA Primary School, RE plays an important role in expressing the Christian vision of the school. RE reflects the ethos and values that are held and promotes understanding of people of all faiths and none. RE has the same high status as any other subject and contributes to the holistic development of our pupils from all backgrounds and traditions. Shenington's vision, 'Let your light shine,' Matthew 5:16 is a theologically rooted vision that is grounded in the Christian narrative of inclusivity and development of the 'whole' individual who will be able to identify themselves in their school community, local community and in the world as a whole.

The Legal Position

Every maintained school in England must provide a basic curriculum (RE, Sex and Relationship Education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents (see paragraph below). The school, in accordance with its Trust Deed, therefore, 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 Oxfordshire Agreed Syllabus [Link to Oxfordshire syllabus](#) while also reflecting the requirements of the Statement of Entitlement for Religious Education published by the Education Office of the Church of England in February 2019. The statutory section 48 (SIAMS) inspection will evaluate RE and the way that it expresses the Christian vision of the school and look for evidence of progress and attainment. 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.

Purpose and Aims of RE

The purpose of RE is to teach children about the religious and non-religious worldviews that they will encounter in modern Britain and enable them to engage in meaningful and considered dialogue with those of all faiths and none. This is religious literacy.

Therefore, the aims of RE in our school are:

- To develop and broaden knowledge and understanding of Christianity and its impact on our community (locally, nationally, and globally).
- To gain and develop knowledge and understanding of a range of religions and worldviews appreciating diversity, continuity and change within religions and worldviews being studied.
- To recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures, and places.
- To develop a sense of respect for religious traditions, beliefs, and practices.
- To engage with challenging questions of meaning and purpose raised by human existence and experience. Developing a sense of awe, wonder and mystery.
- To explore their own religious, spiritual, and philosophical ways of living, believing and thinking linking to our vision of 'Let your light shine' Matthew 5:16.
- To develop British values and spiritual moral social and cultural development within the RE Curriculum.

Parents can expect the use of high-quality resources, for example, the Understanding Christianity resource. Pupils can expect that teaching and learning in Church schools will use an approach that engages with biblical text and theological ideas.

Curriculum and Time Allocation

The RE curriculum at Shenington C of E Primary School, has been approved by the governors. Christianity is taught in every year group, with key concepts revisited on a spiral curriculum. At least 50% of RE time is devoted to Christianity. Other religions are covered according to the syllabus, e.g., Judaism in KS1, Hinduism & Sikhism/Islam and humanism in KS2. It may also be appropriate to draw on non-religious worldviews as appropriate to current issues and the pupils' own background, experience, and questions. Children will explore these faiths in relation to a number of key questions in each key stage.

KS1 framework questions:

- a) What do people believe about God, humanity and the natural world?
- b) What makes some stories special in religion?
- c) How and why are celebrations important in religion?
- d) How and why do symbols express religious meaning?
- e) What makes some teachers and leaders special for religious people?
- f) What do we get out of belonging to different groups and how do we show we belong?
- g) What makes me special?

KS2 framework questions:

- a) How do people's beliefs about and attitudes towards God, the universe and humanity act as a guide through life?
- b) What do different sacred texts teach about life and how do they influence people differently?
- c) In what different ways do people worship and what difference does this make in their lives?
- d) What makes some occasions in life significant and how and why are these recognized and celebrated?
- e) How are religious and spiritual ideas expressed and why is literal language not adequate?
- f) What is it about key religious figures that makes them inspirational for religious believers?
- g) How should people's religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?
- h) How do religious families and communities practise their faith and how is this seen in local communities?
- i) How do religious beliefs influence the way people respond to global issues such as human rights, social justice and the environment?

Children in the Foundation stage have an entitlement to Religious Education and learning here is structured through the Early Years Foundation Stage Curriculum. Foundation Stage children will have specific planned activities (for example linked to festivals, special places, my family and religious stories) as well as unplanned opportunities to develop children's knowledge and understanding of religious beliefs through circle times, pupil initiated learning and daily routines.

The total time for RE is between 5% and 10%, and it is taught in dedicated lessons/blocks/cross-curricular settings as appropriate. The time dedicated to RE is separate from the time given to Collective Worship.

Teaching, Learning and Achievement

RE is taught using an enquiry-based approach, that is challenging and robust. Learning is organised to encourage the development of attitudes such as self-awareness, respect for all, open-mindedness, appreciation and wonder, as well as providing opportunities to engage appropriately with Fundamental British Values. All faiths are treated respectfully, and opportunities will be made to engage in age-appropriate, meaningful discussion. Where possible, pupils will encounter believers and visit places of worship.

To make religious education a living subject a variety of resources, styles, and techniques are used as appropriate to enable all children to make progress in RE regardless of their starting points, ability or background.

Assessment procedures are in line with our assessment procedures and feedback policy, meeting the requirements of the syllabus or scheme that has been adopted. Students will engage in a variety of activities which will also enable teachers to assess what they have learnt. Records kept will include information about pupils'

experiences and judgements about their attainment and progress, as well as being used to inform planning.

In the Foundation Stage, Religious Education provides excellent opportunities for children to develop and practise their learning through role play, story, speaking and listening and developing and expressing their own views and opinions whilst listening to and learning from the views of others. Progress will be measured against the early learning goals.

Monitoring and Evaluation

The RE subject leader and SLT will monitor teaching and learning in RE in accordance with school policy. The RE subject leader will observe teaching, conduct book and planning reviews, learning walks and pupil interviews when appropriate to assess the quality of teaching and learning. The Headteacher and governors will ensure that adequate monitoring takes place and that the impact of such activity is assessed.

The right of Withdrawal

At Shenington Primary School we wish to be an inclusive community but recognise that parents have the legal right (in accordance with Schedule 19 to the School Standards and Framework Act 1998) to withdraw their children from Religious Education provided they give written notification to the school. We would ask for any parent considering this to contact the Headteacher to discuss any concerns or anxieties about the policy, provision, and practice of Religious Education at Shenington School. Teachers can also exercise their right to withdraw from teaching the subject. However, we hope that both parents and teachers would feel comfortable with the type of RE being taught at our school.

When a request to withdraw is received by a school, the request should be granted without delay. The school may offer to speak with the parent to try to understand the basis for the withdrawal but only after the request has been granted. The school must make clear that the parent's right to withdraw their child has been granted and that they are not required to give reasons for their request.

Policy approved by:	The Full Governing Body
Policy adopted:	November 2023
Policy review date:	November 2026