

**CUDDINGTON AND DINTON CHURCH OF ENGLAND SCHOOL
POLICIES AND PROCEDURES**

Religious Education Policy



Date Reviewed

September 2018

Date adopted by Governing Body

Date for next review by Governing Body

September 2021

Religious Education

Aims and Objectives for Religious Education

- To acquire and develop knowledge and understanding of Christianity and other major religions in Great Britain and the world (primarily Islam, Judaism and Hinduism).
- To nurture a sense of awe and wonder.
- To develop an awareness of worth and uniqueness of oneself, others and our world.
- To develop the ability to make reasoned and informed judgements about religious moral and social issues.
- To develop a sense of identity and belonging to prepare children for life in a multicultural, multi faith society.
- To develop an ability to reflect, analyse and evaluate beliefs, values and practice and to communicate their responses using subject specific vocabulary.

Equality

Access to the RE curriculum will be provided to all pupils regardless of age, gender, race, religion or cultural beliefs. The RE leader attends training from the Oxford Diocesan Board of Education.

Teaching and Learning:

Curriculum

All year groups follow the Buckinghamshire Agreed Syllabus for Religious Education (2016-2021), which is also approved by the Oxford Diocese. In key stage one the Oxford Diocesan scheme of work is used for every unit, focusing primarily on Christianity and Judaism. In lower key stage 2, the Diocesan scheme is followed for Hindu units and Understanding Christianity for the Christian-focused units. In upper key stage two, the Diocesan scheme is used for the Muslim units and Understanding Christianity for the Christian-focused units. Teachers plan exciting and enriching lessons using the outcomes as their learning objectives.

The key concepts of Christianity (as mapped by the Understanding Christianity scheme) underpin the teaching of Christianity in the school regardless of whether the Diocesan scheme or Understanding Christianity is used.

The Long term plan for the school is shared here:

RE Long term units	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		Is Everybody Special?	Who should you follow?	Is light a good symbol for celebration?	Do Murtis help Hindus understand God?	Do Muslims need the Qu'ran?	People of God: How can following God bring freedom and Justice?
Autumn 2	Incarnation: Why do Christians perform nativity plays at Christmas?	Should we celebrate harvest or Christmas?	Do religious symbols mean the same to everybody?	Incarnation: What is the trinity?	Incarnation: What is the trinity? Digging Deeper	Incarnation: Was Jesus the Messiah?	Incarnation: Was Jesus the Messiah? Digging Deeper

Spring 1		How should people care for the world?	Does everybody celebrate the new year?	Is a Hindu child free to choose how they live?	Is a holy journey necessary for believers?	Does the community of the mosque help Muslims lead better lives?	Do clothes express beliefs?
Spring 2	Salvation: Why do Christians put a cross in an Easter garden?	Should everyone follow Jesus?	How should the church celebrate Easter?	Salvation: Why do Christians call the day Jesus died 'Good Friday'?	Should believers give things up?/Salvation: Why do Christians call the day Jesus died 'Good Friday'? Digging Deeper	Salvation: What did Jesus do to save human beings?	Salvation: What difference does the resurrection make for Christians?
Summer 1		Are some stories more important than others?	Can stories change people?	People of God: What is it like to follow God?	Gospel: What kind of world did Jesus want?	Gospel: What would Jesus do?	Can we know what God is like? (Muslim)
Summer 2	Creation: Why is the word 'God' so important to Christians?	Do we need shared places?	How should you spend the weekend?	Creation/Fall: What do Christians learn from the creation story?	Creation/Fall: What do Christians learn from the creation story? Digging Deeper	Creation/Fall: Creation and Science: conflicting or complimentary?	Kingdom of God: What kind of king is Jesus?

God	Creation/Fall	People of God	Incarnation	Gospel	Salvation	Kingdom of God	Hinduism
Judaism	Islam						

Teaching Methods

Children will be taught RE in a variety of teaching styles. They will experience: role play, collective worship, themed days, visitors, visits to places of worship, songs, stories, research, cross curricular learning, music, festival specific food and art.

Recording of learning experiences will take a variety of forms: photos, dance, plays, story, reflections, artwork, music etc. Children have an RE book for Key Stage one and an RE book for Key Stage two. This is passed between classes as the children progress through the school. Each class also has a class book where debates, photographs and reflections demonstrate the class learning on that day.

Learning objectives and success criteria will be made explicit to the children in the RE lesson, whether using the class book or the individual books to record work in. Where possible it will be linked to personal experience and prior learning. Teachers will differentiate, where appropriate, through task, questioning and scaffolding. Teachers will place emphasis on developing appropriate responses through reflection, empathy, communication and enquiry. Emotional attitudes will be developed- respect, sensitivity, open mindedness and self esteem. RE learning log (homework) activities may be given if appropriate.

In Foundation the children explore local cultures and faiths through: role play, persona dolls, artefacts, stories, show and tell, food, art, music, festivals and celebrations. These learning experience form part of the Early Learning Goals and follow guidance as laid out in EYFS curriculum. Foundation children will join in Infants site 'experience days'.

In key stage one; the children explore Christianity and Judaism primarily. In addition they will learn about other significant festivals and religions which have relevance to the pupils in school and the wider community.

In key stage two, the children explore Christianity and Hinduism in yrs 3&4 and Christianity and Islam in years 5&6. In addition they will learn about other significant festivals and religions which have relevance to the pupils in school and the wider community. Children will extend their knowledge and understanding of religions and world views, recognising their local, national and global contexts. Children are encouraged to be curious and ask increasingly challenging questions. Children are expected to show respect at all times and are encouraged to share their views and ideas giving thought out reasons and opinions.

RE Resources

Both infant and junior sites will have access to a range of resources that are listed on Sharepoint for teachers to access. Christianity boxes will be available on both sites. The infant site will host the Judaism resources and the junior site will host the Islam and Hinduism resources. In both staffrooms, teaching resource books for RE are available for help with planning an enriching curriculum. These include Understanding Christianity and various publications from RE Today.

All children will have access to Bibles in all key stage two classrooms. Bibles are also in the library as well as books of Bible stories on both sites. Books and stories from other faiths are also available for the children both in class and in the library.

Library displays may include artefacts from different faiths. Hindu, Jewish and Muslim festivals will be acknowledged both in classes and as part of Collective Worship. On the infant site children will have 'experience days' when they will explore celebrations from other faiths.

Monitoring

Children's understanding of the RE units are monitored in a chart at the back of their books. The children are monitored based upon the outcomes listed in the Diocesan scheme or the Understanding Christianity resource. Children are colour coded as to whether they are emerging (red), expected (yellow/orange) or exceeding (green). This assessment is then passed up with the RE books, through the years.

The RE leader regularly reviews the planning of RE. Books are monitored by SLT to ensure coverage, challenge and content. The policy is reviewed every 3 years and updated more often if there are changes/ directives from the Diocese or SACRE.

Parents right of withdrawal

Parents have the right to withdraw their child from RE and collective worship as identified in the Education act 1944 and subsequent legislation. At Cuddington and Dinton C of E School, Christian values underpin the curriculum and all aspects of school life. We encourage all members of the school community to embrace the RE curriculum to develop a sense of wider understanding. Parents who have concerns about specific aspects of the school RE curriculum should contact the Headteacher.