



John Hampden School and Tetsworth Primary School – Religious Education Policy

Intent Statement

We believe that it is important for all our pupils to learn from and about religion, so that they can understand the world around them. The aim of Religious Education in our school is to help children to acquire and develop knowledge and understanding of Christianity and the other principal religions; to appreciate the way that religious beliefs shape life and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues and enhance their spiritual, moral, social and cultural development.

It plays an important role, along with all other curriculum areas, particularly PSHCE, in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence.

Religious education is a statutory subject and forms part of the core curriculum for all pupils at John Hampden School. Religious Education (RE) in this country is distinctive in being locally agreed within each Local Authority and closely aligned to the nature of the community itself. RE rightly strives to be relevant to the lives of young people of all faiths and none and draws on the experience of the local faith communities within The Oxfordshire Diocesan Board of Education.

Implementation Statement

Discovery RE meets the requirements of our locally agreed syllabus. By following Discovery RE at school we intend that Religious Education will:

- Adopt an enquiry- based approach as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- Provoke challenging questions about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- Encourage pupils to explore their own beliefs (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- Enable pupils to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society.
- Teach pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice.
- Prompt pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion. Develop a sense of awe, wonder and mystery.
- Nurture children's own spiritual development.

Impact Statement

Our pupils will have developed an enthusiasm for RE and will have benefitted from the experiences and opportunities they have been a part of. All children will have had the opportunity to experience learning about different religions within the curriculum and will have developed understanding, awareness, and an empathy towards other children's beliefs and views, as a result of these experiences. This will help them develop their own attitudes and beliefs as they progress through life.

Curriculum

R.E. is a foundation subject in the national curriculum. The following table outlines our R.E.-based topics:

Year	T1	T2	T3	T4	T5	T6
Early Years	Christianity - What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories? (all diff religions)	What makes people special?
Year One	Christianity - Does God want Christians to look after the world?	What gift would I have given Jesus if he had been born in my town?	Was it always easy for Jesus to show friendships?	Why was Jesus welcomed as a king or celebrity on Palm Sunday?	Judaism - Is Shabbat important to Jewish children?	Does celebrating Chanukah make Jewish children feel close to God?

Year Two	Christianity - Is it possible to be kind to everyone all of the time?	Christmas- Why did God give Jesus to the world?	Judaism - How important is it for Jewish people to do what God asks them to do?	Christianity - Is it true that Jesus came back to life again?	Judaism - How special is the relationship Jews have with God?	Judaism - What is the best way for a Jew to show commitment to God?
Year Three	Hinduism - Does celebrating Divali at home bring a feeling of belonging to a Hindu child?	Christianity Could Jesus really heal people? Were these miracles or is there some other explanation?	Sikhism - 5K's	Christianity What is good about Good Friday?	Sikhism Do Sikhs think it is important to share?	Hinduism - One God, many aspects

Year Four	Judaism How special is the relationship Jews have with God?	Christianity What is the most significant part of the nativity story for Christians today?	Hinduism How Hindus understand God, symbols.	Christianity Is forgiveness always possible?	Judaism What is the best way for a Jew to show commitment to God?	Christianity Do people need to go to Church to show they are Christians?
Year Five	Sikhism - How far would a Sikh go for his/here religion?	Christianity Is the Christmas story true?	Sikhism - Are Sikh stories important?	Christianity Did God intend Jesus to be crucified?	Sikhism - What is the best way for a Sikh to show commitment to God?	Christianity - What is the best way for Christians to show commitment to God?

Year Six	Islam - What is the best way for a Muslim to show commitment to God?	Christianity How significant is it that Mary is Jesus' mother?	Christianity Is anything ever eternal?	Christianity Is Christianity still a strong religion 2000 years after Jesus was on earth?	Judasim - What is the best way for a Jew to show commitment to God?	Islam - Does belief in Akhirah (life after death) help Muslims lead good lives?
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Assessment and Monitoring

The R.E. co-ordinator checks progress following National Curriculum Objectives and monitors the children's work through book and lesson observations. They also ensure that depth of learning progresses over time. Each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. Each enquiry has assessment levels and examples based on the current nationally agreed levels.

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied. Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Inclusivity

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS1 and 2 classes with special educational needs, each enquiry has level exemplars for the full range likely for that age group.

Parents/carers have the right to withdraw their children from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child.

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