



## Wootton-by-Woodstock CE Primary School

Policy Agreed: June 2020  
Person Responsible: Valerie Lucas  
To be reviewed: June 2025

### Policy for Religious Education 2020

#### DEFINITION

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request. It is statutory for all pupils registered on the school roll.

The law requires that Christianity and other principle religions should be studied.

Wootton-by-Woodstock Primary is a Oxfordshire Diocesan Schools Academy maintaining its long heritage as a school with a church foundation. Religious Education may be taught in accordance with the denomination specified in the designation of the school to reflect the religious character of the foundation. Wootton-By-Woodstock School has chosen to adopt the locally Agreed Syllabus 2015-2020. This means that RE teaching must be non-denominational.

The governors are responsible for the implementation of the RE policy within the school, which is based on the religious aims stated in the mission statement.

The Importance of Religious Education is clearly stated on page 10 in the agreed syllabus.

The study of RE contributes to other aspects of the curriculum as follows:

- Thinking skills
- Financial capability
- Creativity and culture
- Racial equality and community cohesion
- Effective contributions to scientific, medical and health issues
- Links to employment, vocations and work related learning
- Education for sustainable development

#### INTENT

1. Understand the nature, role and influence of different religions, traditions, beliefs and life styles in the world
2. Pursue personal quest for meaning, purpose and value
3. Formulate reasoned arguments/opinions in relation to controversial issues and truth claims
4. Develop understanding of and respect for different beliefs and lifestyles

#### IMPLEMENTATION

##### Curriculum

Wootton-by-Woodstock School follows the Oxfordshire Agreed Syllabus in full consultation with the Diocese of Oxford. As a school with a religious foundation we recognise through RE that religious traditions in Great Britain are, in the main, Christian while taking into account the other principle religions represented



in Great Britain. EYFS pupils receive their entitlement to RE through a range of activities with a specific RE focus relating to the Early Learning Goals in the EYFS curriculum. The teaching of RE encompasses opportunities to promote a wide range of learning including PSHE, problem solving, communication, and emotion. A minimum of 5% curriculum time is allocated to RE.

### **Teaching and Learning – engage, enquire, evaluate and reflect**

All teachers plan for, teach and evaluate RE lessons in line with other curriculum subjects. RE topics are built into the long-term plans for the school. Children follow a two-four year rolling cycle.

Medium term plans reflect the recommendations in the locally Agreed Syllabus.

Reception children will be taught RE in line with the Early Years Foundation Stage Guidance.

Ash children study Christianity and some aspects of Judaism.

Osprey children build on a foundation of knowledge of Christianity, and study Hinduism, Further Christianity, Islam and Judaism in more depth.

A balanced view of other world faiths or no faith is actively promoted. Other religions, such as Buddhism, are introduced when appropriate.

Children experience a variety of teaching styles appropriate for the tasks and subject matter being taught. Activities and tasks may be whole class, group or individual.

Children contribute towards the planning by raising questions, identifying what and how they will learn, and by creating create personal learning goals against which they can self or peer-assess. Children are expected to be active learners who experience, question, explore and challenge facts and ideas in their quest for ‘sense of place’.

RE is made exciting, stimulating and engaging by the use of artefacts, videos, hosting visiting speakers and by visiting places of worship in connection with our studies. RE may be taught discretely or through cross-curricular study providing a rich learning experience. For instance, a model of a religious building may be made, or children may explore religion through painting.

RE may be taught either as a timetabled weekly lesson, as a blocked topic for a part of a term, or a series of afternoon sessions for the duration of a week; whichever is most appropriate for the area of study.

Collective worship may be used to enhance and complement taught RE topics though the distinction between the two must be maintained and made explicit between staff and children.

### **Progression and Differentiation**

Within each class learning is personalised by differentiation of activity, or by pupils themselves who contribute to planning, set their own learning goals, and form their own lines of enquiry and presentation methods.

Teachers use the 8 level scale APP progression and the transition grids to help plan progression opportunities for RE.

Differentiation is built into planning through Understanding Christianity resources.

### **Assessment**

It is recognised that there are some aspects of RE that cannot and should not be assessed.

Assessment is a statutory requirement of the agreed syllabus. The school reports the standard of attainment to parents at the end of Key Stage 2. There are two attainment targets on which to report; Learning about Religion and Learning from Religion.

Assessments are determined using standards descriptors in Target Tracker.

Teachers also make judgements about how well each child progresses relative to their peers. The expected standard of attainment for children at the end of Key Stage 2 is between band 3 and 5. To help identify



progression teachers will make a judgement on attainment at the end of Key stage 1 but this will not be reported to parents. The expected standard of attainment at the end of Keys Stage 1 between 1 and 3.

Ongoing assessment is mostly formative and takes place during lessons through teacher observation and listening to children talk. Teachers and children use the new 'I can...' statements and Skills and Attitudes (from the 8 level scale) during each taught topic to assist in their ongoing assessments about how well the children are doing. These records then contribute to summative judgements both annually in end of year reports and finally at the end of Key Stage 2 (as above).

Teachers may choose to set formal assessment tasks at the end of a topic. Children are invited to suggest assessment activities and criteria during the planning process.

Assessment is conducted as with all other subjects but no more than 5 formal assessments may take place throughout Key Stage 2, and no more than 2 formal assessments during Key Stage 1. Please refer to Assessment policies.

### **Monitoring and Evaluation**

The school monitors and evaluates on a continuous basis through the following:

- Lesson observations and the quality of teaching
- Work sampling
- The quality and effectiveness of long, medium and short term planning
- The quality and consistency of assessing and learning
- The quality of resources to support learning

### **Equal Opportunities**

Work is planned in such a way that all children may participate, reflect and observe everyone's key rights irrespective of religion or belief, race, nationality, ethnicity, gender, sexual orientation, age, ability or disability, opinion or family background.

The school is sensitive to all faiths and no faith and ensures that all stakeholders are given adequate opportunity to express their thoughts and opinions, and to discuss their own beliefs. Parents have the right to withdraw their children from RE study.

All children have equal access to opportunities and have the right to experience, enjoy and express themselves in Religious study.

See Equality and Inclusion Policies.

### **Resources**

Resources include artefact resource boxes, posters, teacher resource books and some DVDs. Further resources are identified and budgeted for as the curriculum continues to grow. Resources are stored in the resource base.

### **SEND**

The Agreed Syllabus is the RE entitlement of all pupils and supports the principles of inclusion as set out in the National Curriculum:

- setting suitable learning objectives
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning for individuals and groups

It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Work in RE takes into account the targets for individual children in their Individual Pupil Profiles in line with the schools SEND policy.



## **ICT**

Online resources may be used to access additional information in support of topics. Children may choose to present their work using ICT.

## **Professional Development**

Adults are given the opportunity to attend INSET and take part in other relevant projects that allow professional development to take place. Where appropriate RE objectives are included in Performance Management.

## **Health and Safety**

Reference should be made to the Health and Safety Policy with regard to tasting food, visiting places of worship and handling artefacts.

## **SMSC**

The teaching of RE will enable the children to gain a deeper understanding and awareness of spirituality, moral codes, social conduct and culture. These are detailed in the Agreed Syllabus page 10.