



Shiplake C.E. Primary School
Memorial Avenue
Shiplake , Oxon
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'I will instruct you and teach you in the way you should go; I will counsel you with my loving eye on you' Psalm 32.8

Shiplake Church of England Primary School Religious Education Policy

Introduction

Shiplake CE Primary is a Voluntary Aided Church school in the Diocese of Oxford. We maintain very close links with the Shiplake Parish Church of St. Peter and St. Paul, the Diocese and the local community. The Christian ethos of the school encourages co-operation and caring throughout the school community. The Christian and moral culture fostered by the school values mutual respect, self-discipline and good behaviour in all our pupils. The school is a happy, friendly community and each child is encouraged to fulfil his or her own potential both academically and spiritually.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education from Foundation Stage to Year 6, except those withdrawn at their parents' request. The governors at this school have decided that the R.E. taught at Shiplake must adhere to the Oxfordshire Agreed Syllabus 2015-2020. The Syllabus reflects the requirements of the Education Acts of 1996, 1998 and 2002, in that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.

The Importance of Religious Education

Religious Education should provoke challenging questions about the meaning and purpose of life, issues of right and wrong and what it means to



be human, through knowledge and understanding of Christianity and other principal religions. Religious Education should challenge pupils to reflect, analyse and evaluate issues of truth, belief, faith and ethics and to communicate their responses. It should offer opportunities for personal reflection and spiritual development and encourage pupils to develop their sense of identity and belonging enabling them to flourish as individuals within the school as well as the wider community. RE should play an important role in preparing pupils for adult life enabling them to develop respect and sensitivity to others particularly those who hold beliefs different from their own.

The contribution of Religious Education to the whole school curriculum

Religious Education promotes values such as truth, justice and respect. It contributes to the Every Child Matters Outcomes, to children's spiritual, moral, social and cultural development. It plays a significant role in promoting citizenship and P.S.H.E. as well as giving all children the chance to develop key skills. Every child is entitled to be taught R.E. in a fair and accessible way. Some children with particular education needs will need work to be differentiated to allow them to develop the skills that can be learned through studying R.E. The British Values agenda is actively encouraged when considering different faiths and beliefs (mutual respect as well as respect and tolerance of those with different faiths and beliefs).

The Aims of Religious Education

The aims of R.E. are encompassed by the Attainment Targets and the development of specific attitudes. The two Attainment Targets are (AT1) Learning about Religion and (AT2) Learning from Religion.



Breadth of Study

During the Foundation Stage children receive their entitlement in Religious Education through a range of activities with a specific R.E. focus, relating to the Early Years Foundation Stage Curriculum. The breadth of study in The Foundation Stage encompasses Religions and Beliefs, Themes, and Experiences and Opportunities. The content is drawn primarily from Christianity, but also from other religions particularly those represented amongst the pupils.

In KS1 and KS2 teachers use the Oxford Diocese Long Term Planning documents to consider key questions of faith and belief. These encourage the children to consider how different religions approach a given theme as well as considering their own feelings and responses. For example, the key question could be:

'Is a holy journey necessary for believers?'

Pupils may start their learning by considering important journeys that their family makes. They may learn about pilgrimages within different faiths, e.g. a Christian pilgrimage to Canterbury or a Muslim pilgrimage to Mecca. They will then finish the topic by discussing their answer to the key question and saying whether they would want to go on a pilgrimage. The scheme of work fully covers the requirements of the Agreed Syllabus for RE 2015-2020.

The school also uses 'Understanding Christianity' (Church of England Education Office, 2019) to further develop a deep understanding of Christianity. This is used in conjunction with the Diocesan 'Key Questions' documents to ensure a balance is sought between learning **about** and **from** a range of religions.

Assessment, Recording and Reporting

As with all other subjects, teachers assess pupils' work in R.E. in both (AT1) Learning **about** Religion and (AT2) Learning **from** Religion. Where



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appropriate, pupils' work is recorded in exercise books, on displays or photographed providing evidence of their attainment and progress. An annual report is written for parents which contains comments on progress within R.E.

Resources

The resources used for planning R.E. lessons at Shiplake CE Primary School include the Oxfordshire Agreed Syllabus and the Oxford Diocese Long Term Planning through Key Questions. There are many resources in school to support the pupils learning such as books, posters and some videos and DVDs.

We have access to visiting speakers and make visits to various places of worship, in order to widen pupils' experiences of religions.

Reviewed and updated 2020 – 3 year cycle

NOTE : Policy to be reviewed 2021 (to consider changes within Oxfordshire Agreed Syllabus)