

Longcot and Fernham Primary School



Religious Education Policy

2024

School	Longcot and Fernham CE Primary School
Date of policy	September 2024
Member of staff responsible	Mrs Sally Robins
Review date	May 2025

Intent

RE makes a strong contribution to the spiritual, moral, social and cultural development of our pupils. RE is a preparation for life, not just education in the various major world religions. RE helps us consider examples of love, honesty and respect and encourages us to apply these values through our life together. We provide an atmosphere where religion and a spiritual life is understood as an important dimension of being human. We develop knowledge and understanding of different religious beliefs and provide opportunities for pupils to reflect upon and grow in understanding of their own faith. We provide opportunities for pupils to understand themselves and others. We believe that RE encourages a wise and reflective approach to life, as well as giving a general knowledge and understanding of religious beliefs and practices. Significantly, we believe that RE allows children to develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society. Our school values of Love, Honesty and Respect are embedded throughout the curriculum and play a significant role within RE lessons.

Implementation

RE is provided in accordance with Understanding Christianity and the Oxfordshire Diocese Agreed Syllabus. It outlines a scheme of work which will ensure progression and continuity as pupils move through school. It draws from the most recent practice and educational thinking. RE is taught through an enquiry-based approach and provides opportunities for all pupils to explore questions, experiences and concepts related to identity and what it means to be human, whilst at the same time developing a good knowledge and understanding of the principal faiths in Britain.

Our Long-term plan details which units of work will be taught during which term, over a three-year cycle for each class. Within the Foundation Stage, this Long-Term Plan has been expanded to include elements of the Early Learning Goal:

“Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.”

The themes from Understanding Christianity are revisited across the school in a spiral curriculum so that children build a deep understanding of the central elements of Christianity. The themes are:

- Creation
- God
- People of God
- Incarnation
- Gospel

- Salvation
- Kingdom of God

Effective use of educational visits and visitors are planned where possible to enrich and enhance the pupils' learning experiences within the RE curriculum.

In RE, as across the curriculum, we ensure that children with SEN are scaffolded in their learning to access the same content as their peers. This is achieved with the support of the 'Securing' Knowledge Notes as a point of reference, additional adaptations as outlined in the child's Pupil Profile/ Support Plan and specific resource, or adult intervention as required.

Impact

We use assessment as an integral part of our teaching process and use it to inform future planning and to facilitate scaffolding. Therefore, assessment is an ongoing process made using formative evaluations within lessons and through the use of marking and feedback. In RE, there is significant value placed upon the depth and quality of discussions held in lessons, which demonstrate children's core understanding of the key themes.

Teachers will make yearly summative assessment judgements using evidence on how well children have made progress against the core concepts outlined in the Understanding Christianity and the Oxfordshire Diocese Agreed Syllabus. Teachers will record children's progress after each unit to help inform end of year judgements and aid effective monitoring from Subject Coordinators and SLT. This summative assessment is reported to parents annually.

Monitoring from Subject Coordinators and SLT takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher planning and talking to staff and pupils. Lesson observations are used to provide support to other members of staff and as part of professional development. In the Foundation Stage assessments are made under the main heading of 'Understanding the World.' Assessments are mainly made through observation and questioning. This information is tracked against the Development Matters criteria and used to inform judgements against the Early Learning Goals.