

RE

'RE is like the Tardis. Despite the small space it occupies in the curriculum, it is huge, encompassing nothing less than humanity's most searching questions, its deepest hopes, the history of the world's beliefs and their diverse manifestation in the modern world.' (NATRE)

RE must be provided for all pupils in state funded schools in England. This is a legal requirement and is also a necessary part of a 'broad and balanced curriculum.'

RE is locally determined not nationally. It is taught in accordance with requirements of the Standing Advisory Council for Religious Education (SACRE). Planning is based on the Oxfordshire Agreed Syllabus. The RE curriculum drawn up by SACRE 'shall reflect the fact 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.' (Education Act 1996 Section 365).

At Longcot and Fernham CE Primary School we make RE an enjoyable learning experience; we offer challenging and effective RE to pupils, encouraging them to use higher order thinking skills that will impact on all their learning. We recognise that effective teaching and learning starts with a key question. Planned progression built into the RE curriculum means that the children are increasingly challenged as they move through the school. Progress in RE can be characterised by: Acquiring wider and more detailed knowledge of religious beliefs and practices; Deepening understanding of the meaning of stories, symbols, events and practices; More fluent and competent use of religious language and terminology; and Increased levels in skills of responding to questions of identity, meaning, purpose, values and commitment.

The teaching of RE in primary schools across England is internationally admired for its concept of 'learning from religion.' Good RE always includes engagement, reflection, response and evaluation (personal and critical).