



Religious Education Policy

SCHOOL VISION

Learn, Achieve, Grow, Believe

We aspire to be a thriving school where the whole community can flourish as individuals. We want everyone to be lifelong resilient learners who believe in themselves, achieve their potential and make a positive contribution as global citizens. Our aim is to create a nurturing environment that embraces diversity and enables everyone to demonstrate love, compassion and respect.

RATIONALE

Religious education in a Church school should enable every child to flourish and to live life in all its fullness.

‘A high-quality sequential RE programme is essential to meet the statutory requirement for all state funded schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews fostering respect for others.’ Religious Education in Church of England Schools: A Statement of Entitlement (2019)

Whilst the diocesan guidelines for religious education are incorporated into the schemes of work at Hailey School, our approach is ecumenical and inclusive, such that children of all faiths and no faith are encouraged to reflect on what might be learnt from religion in the light of their own beliefs and experiences.

LEGAL REQUIREMENTS

It is a statutory requirement that schools teach religious education as prescribed by the locally agreed syllabus. At Hailey School this means that we follow the guidance in Oxfordshire Agreed Syllabus.

AIMS

Our aims in the teaching of RE at Hailey are to:

- enable pupils to understand Christian beliefs and practices and the beliefs and practices of other world faiths

- teach love, compassion and respect and challenge prejudice by providing opportunities to develop an understanding of the value of living in a multicultural, multi-faith and multi-lingual society
- help pupils reflect upon the meaning of their own needs, experiences and questions
- encourage pupils to develop open minds to new and different concepts and to form their own opinions based on evidence and discussion
- maintain close links with local churches and other religious communities
- help pupils to learn from religions in addition to gaining knowledge and understanding about religions

TEACHING AND LEARNING

Key Stage 1 and Key Stage 2

Religious Education forms part of the regular timetable for each class. At Key Stage 1 this amounts to 36 hours per year and at Key Stage 2 pupils 45 hours per year. This includes weekly RE lessons and also cross-curricular work, such as art and drama, especially when preparing for the main Christian festivals.

Long term planning is based on the Oxfordshire Agreed Syllabus, which ensures that we cover the whole of the agreed syllabus. At Hailey this is covered on a two-year rolling programme. Where possible links have been made with our topic based curriculum.

Although taught as a discrete subject we recognise the important contribution that RE makes to pupils' spiritual, moral, social and cultural development, and to learning about citizenship. It therefore pervades the whole of school life and plays an essential part in supporting our school vision and values.

Early Years

In the EYFS, the children experience religious education as a cross-curricular subject. Relevant guidance Statutory Framework for the Early Years Foundation Stage is contained within the Understanding the World curriculum and Personal Social and Emotional Development curriculum.

Teaching and learning strategies

Teachers plan to incorporate a range of teaching and learning strategies to maintain interest and aid understanding. These strategies may include the use of:

- Role play
- Discussion
- Art activities
- Music
- Artefacts
- ICT
- Visits to places of worship
- Visitors who come to talk about their beliefs and answer questions

Evidence of RE teaching can be seen in teachers' planning documents and in pupils' work. Each class keeps a class book which reflects the nature of the work undertaken across the subject.

RESOURCES

Resources are held centrally, in topic boxes. There are also some books and artefacts held in classrooms and others can be borrowed from the displays in the main entrance and school hall. Each class has a reflective corner.

ASSESSMENT, RECORDING AND REPORTING

Assessment of individuals and groups is on-going, and based on the 'can do' statements contained within the Oxfordshire Agreed Syllabus. Parents are informed of their children's progress in the annual written reports. They also have an opportunity to discuss progress in parent/teacher meetings during the school year.

RIGHT OF WITHDRAWAL

RE education at Hailey School is inclusive, but we respect the right of parents to withdraw their children from RE lessons. Parents wishing to do this should write to the headteacher. However, we would encourage them to first make an appointment to discuss the implications of their decision with the headteacher, who would give them an empathetic and understanding welcome. If a child is withdrawn from RE lessons, the teacher will arrange for them to continue with other curriculum work in a separate part of the classroom, or a different room if supervision is available.