



Oak Tree

Primary School

RE Policy

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Article 29 (Goals of Education) Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Mission Statement:

At Oak Tree Primary School Everybody Matters

Vision Statement:

All pupils become socially and emotionally intelligent, as well as academically, so they can access all learning and life opportunities, now and in the future.

Respect Believe Achieve

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1. Vision

UNCRC Article 14 (Religion & Belief) Children have the right to choose their own religion and beliefs.

UNCRC Article 30 (Culture, Language & Religion) Children have the right to practice their own culture, language and religion – or any they choose. Minority groups need special protection of this right.

At Oak Tree Primary School, we believe the purpose of the Religious Education (RE) curriculum is to support pupils to develop their own coherent patterns of values and principles as well as supporting their spiritual, moral, social and cultural development. Furthermore, RE can positively contribute to a pupils' personal development and well-being and enhance community cohesion by promoting mutual respect and tolerance in our increasingly diverse society. RE makes important contributions to other parts of the school curriculum, such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.

Pupils will explore similar concepts between different religions, the human experience, as well as concepts that are specific to a particular religion. It is important that children progressively develop the capacities to interpret, evaluate and respond to different values and beliefs, which also help to strengthen their ability to communicate complex, and sometimes emotive issues, with sensitivity and with tolerance.

“No one is born hating another person because of the colour of his skin, or his background, or his religion. People must learn to hate, and if they can learn to hate, they can be taught to love, for love comes more naturally to the human heart than its opposite.” (Nelson Mandela)

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons at Oak Tree Primary School seek to present religions and world views in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude

towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

2. Intent

The aims of RE are:

- to provoke challenging questions about the ultimate meaning and purpose of life; beliefs about God, the self and the nature of reality; about issues of right and wrong and also what it means to be human
- to develop knowledge, understanding and awareness of Christianity and other major world faiths, including Buddhism, Hinduism, Islam, Judaism and Sikhism
- to offer opportunities for personal reflection and spiritual development and contribute to a search for meaning and purpose in life
- to enhance awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religious and other beliefs on individuals, families, communities and cultures
- to encourage learning from different religions, beliefs, values and traditions while reflecting on, considering, analysing, interpreting and evaluating issues of truth, faith and ethics and communicating responses
- to enable the development of a sense of identity and belonging and the ability to flourish within pluralistic societies, locally, nationally and internationally
- to foster respect for, and sensitivity to, individuals and communities of different faiths and beliefs by promoting discernment and combating prejudice
- to develop further tolerance and harmony between different cultural and religious traditions and belief systems and develop an appreciation of diversity locally, nationally and internationally
- to highlight that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- to explore the significance of the environment, both locally and globally within religions and other belief systems and the role of human beings and other species within it.

3. Curriculum implementation

At Oak Tree Primary School, our belief is that in using an inquiry-based model well, children's critical thinking skills can be developed, their motivation to learn increased, and their knowledge and understanding of, and empathy with people and their beliefs, religious or otherwise, will be enhanced. This approach takes very seriously the philosophy that children are free to make their own choices and decisions concerning religion and belief. RE does not try to persuade but rather to inform and develop the skills with which evaluation can take place.

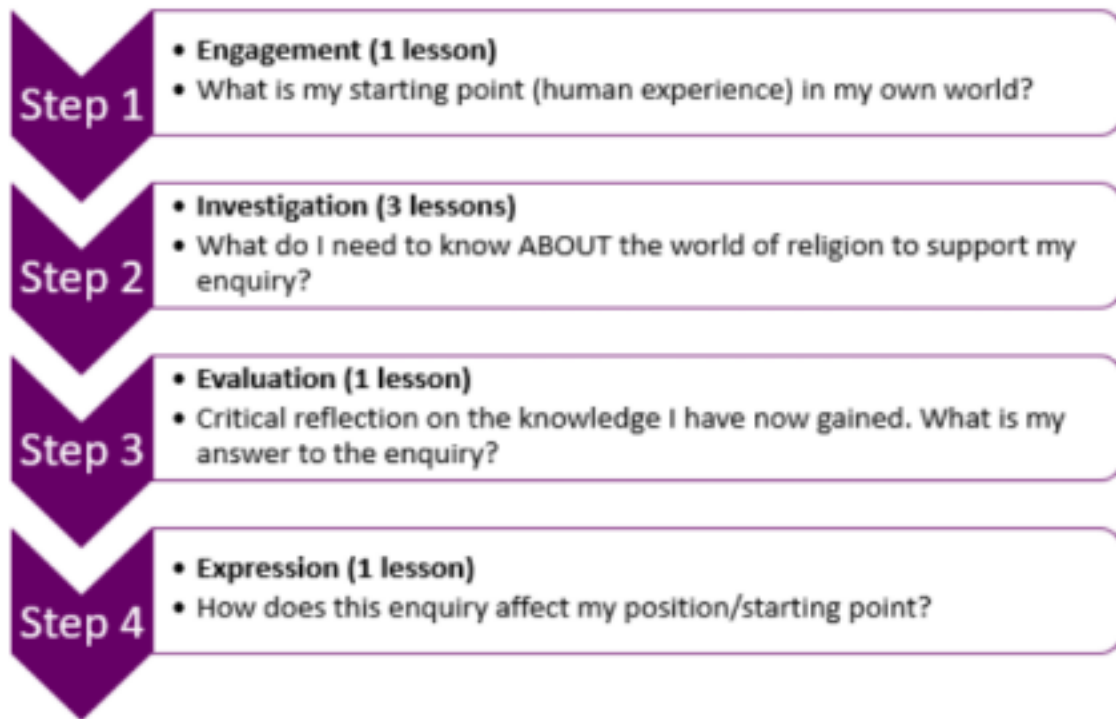
As such, the RE curriculum is split into three important strands:

- knowledge and understanding of the subject content (religion) in relation to the enquiry question

- personal resonance with or reflection on the subject content (religion) in relation to the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

Children are guided through the enquiry process, starting with the children's own experience, then venturing into the world of religion and then back into the child's own map of the world.

Every unit (enquiry) is based around a key question and focuses on a particular faith. The key question for the inquiry is such that it demands an answer that weighs up 'evidence' (subject knowledge) and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. Teaching focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development.



The children start from their own experience to ensure understanding of the concept being studied then move into investigating that concept in depth from the point of view of the chosen religion. This continues over three lessons of investigation and discussion throughout Step 2, which embeds subject knowledge.

These lessons not only support the children with embedding their RE knowledge, but also contribute to their oracy and critical thinking skills. Exposure to and analysis of religious texts can also enhance their reading, comprehension and inference skills. In Step 3, they complete an assessment activity to evaluate the question again in light of their new knowledge, and have further opportunities to embed their own reflections on the learning in Step 4.

Early Years

RE is taught in the Early Years through Understanding the World. This involves guiding children to make sense of their community through opportunities to explore, observe and find out about people, places, technology and the environment. They learn about similarities and differences between themselves and others and among families, communities and traditions. RE makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places of worship and different celebrations and religious festivals around us.

Key Stage 1

During Key Stage 1, pupils should develop their knowledge of Christianity, Judaism and Islam, which constitute the religions practised most in their local community. This will allow them to have an understanding of how their own beliefs relate to those around them. They will explore common themes such as tolerance, patience and kindness as well as making comparisons with their knowledge, e.g. that these religions believe in one God. They will also begin to explore differences, such as places of worship and celebrations.

Key Stage 2

Throughout KS2, children build on these foundations by exploring other significant world religions, including Buddhism, Sikhism and Hinduism. By the end of Upper Key Stage Two, they will be able to compare, contrast and discuss ideas from these different religions, articulating how the concept or belief (e.g. forgiveness) resonates in their own life and explain how this might be different for other people because of their religion or beliefs.

Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons provide a safe space for children to explore their own religious, spiritual and/or philosophical ways of seeing the world; to explore ways of living and thinking, ways of believing and belonging, and this is reflected in the sensitive way in which teachers respond to children's oral contributions and their written/artistic work.

4. RE curriculum planning

At Oak Tree Primary School, our whole-school RE scheme of work is made up of long and medium term plans, which ensures sufficient coverage of skills and experiences of different faiths and religions. *Discovery RE* helps to inform our planning at Oak Tree Primary School.

To ensure continuity and progression for all of our pupils, the curriculum is carefully organised from EYFS to Year 6 and enables the planning of the progression of pupils' knowledge and understanding of RE. Children develop and gain experience of a wide range of world religions, which appropriately increase in complexity and depth in the analytical and critical thinking skills they stimulate.

5. Enrichment

“Visits to places of worship, handling artifacts and receiving visitors, help pupils to remember what they have learnt and deepens understanding” (NATRE, 2020)

RE is taught over three full days each year. Each full day will incorporate a different religion and objectives to be covered. These days are designed so the children become immersed in their religion of the term using the key question and four steps to learning as mentioned earlier in this document. Throughout their time at Oak Tree Primary School, through these RE days, children will experience a variety of different hands-on, practical as well as discussion based activities which are a fantastic opportunity for the children to enhance their learning.

Visitors and links we have made to local places of worship all enhance these immersive days to make them purposeful and valuable experiences.

R.E learning is visible in each classroom as they celebrate the subject by sharing displays of their learning from their RE days. These are displayed for the whole term that they are learning their particular religion to be referred to and looked at.

6. Monitoring

The subject is led by the RE lead, ensuring skills are met across the year groups and the learning is appropriate. Medium Term planning is designed by class teachers and help and support is offered by the Subject Lead where necessary.

Monitoring takes place regularly through sampling children’s work, and teacher planning and through a book scrutiny by the Subject leader.

Ends