

## Introduction

At Oak Farm Junior School we follow, as the basic structure for our RE, the recommendations of the Hillingdon SACRE as represented in the Hillingdon Agreed Syllabus (HAS). The RE Co-ordinator retains a copy of this, which may be viewed upon request.

We believe that the context of RE is important; all major faith communities are recognised in our work, while Christianity (as it has had and still does have a major impact in shaping our society) is given particular attention. In association with the recognition of beliefs, the major practices and moral codes of citizenship implicit in the major faith communities are made clear to pupils, though we are clear that we do not seek to promote any single religious viewpoint or lifestyle. This is in line with the recommendations of the Hillingdon Agreed Syllabus.

Awareness of the beliefs of the major faith communities will benefit pupils as they learn to play their part in society.

Religion is primarily concerned with a spiritual (as separate from a mechanistic) view of the universe, and with the relationships between human believers and divine deities and objects. Moral codes and lifestyle practices have developed from these concerns. We try to reflect these aspects of religion and thus RE will have three main strands: Faiths and Values, explicit AT1 (historical and factual) and implicit AT2 (reflection and development of self). This, also, is in line with the Hillingdon Agreed Syllabus.

## Aims and Objectives

At Oak Farm Junior School we try to create an atmosphere in which it is accepted that religion is a genuine and important dimension of human life. The communal life of the school and the role of all the adults within it play a crucial part in the delivery of RE. Regardless of personal religious stance, we seek to provide examples of personal maturity, good human relationships, successful co-operation and interest in one's surroundings. Unless we can be living examples of these qualities, the principal aims of RE will be very difficult to meet.

Our principal aims within RE lessons are to:

- examine and begin to understand faith, the values, beliefs, viewpoints and experiences of others
- foster mutual respect between those with differing viewpoints
- enable pupils to begin to examine and understand their own beliefs, viewpoints and experiences
- prepare pupils to be able to approach questions of ultimate values
- help pupils experience and develop awareness of the spiritual dimension of life
- help pupils develop their relationships and to convey their thoughts and feelings
- help pupils develop a sense of their own identity and worth

These are very general and are, in many instances, shared with other curriculum areas. However, RE has further aims that more specifically characterise it and convey, more exactly, its identity. Broadly, this entails enabling pupils to understand the nature of religious beliefs and practices, the importance of these to believers, beginning to make sense of their own experiences and beginning to find spiritual meaning for themselves.

Thus, we try to:

- provide an introduction to Biblical, historical and theological knowledge.
- awaken recognition of the practices of religious belief.
- explore the place and significance of religion in human life.
- introduce major world faiths in such a way as to achieve understanding and respect.
- demonstrate the insights that religious beliefs provide into a range of social, ethical and personal problems.
- encourage pupils to think about Faith and values of religion and on a personal level to interact, by reflection and other means, with a range of experiences and knowledge.

## General Principals of the RE curriculum

- Christianity forms the largest part of the content of RE, in accordance with current legislation.
- An exclusively Christian content would not enable the aims to be met, so to be relevant to the needs of the children, we provide an introduction to other religious commitments and world-views of a non-religious nature.
- To enhance awareness of the reality, strengths and consequences of religious beliefs, pupils need to meet people who are believers and visit places where people worship. To enable this, visits may be undertaken and visitors invited into school to talk to/with pupils. The RE co-ordinator holds a copy of the *Guidance for 'Faith Encounter'* document which safeguards Oak Farm juniors in meeting this principal.
- Pupils need to learn about practices and customs which convey the feelings underlying what religious people say and do.
- Exploration of pupils own values, feelings, experiences and questions is an integral part of RE.
- Pupils need to develop an understanding of how language and non-verbal forms of communication are employed in religion.
- Regard needs to be paid to pupils' spiritual development. All people have some spiritual beliefs even if it is to reject all religion in favour of a purely mechanistic view of the universe, so there is a need to consider this aspect of children's development.
- Many pupils will experience, what for them are, major upheavals and from time-to-time will be affected by wider events/crises in the world. Because RE includes ways of dealing with distress (on a personal level and how it is dealt with in major world faiths) pupils can be helped to deal with the feelings associated with these times.
- RE will contribute to the development of aspects of literacy, art, music, numeracy, history, technology, ICT, citizenship and science. By virtue of the way they are used in religion, RE's contribution to literacy, art and music is rather unique, and therefore very important to the full development of those subjects.
- Aspects of RE will directly support development of pupils in health, citizenship, morality, environmental and personal/social education.
- Because RE will contribute to an understanding of some people's dress, ornaments and diet, it will form a very important aspect of equal opportunities and multi-cultural understanding.

At Oak Farm Junior School children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

## Teaching and Learning

At Oak Farm Junior School we use a variety of teaching and learning styles in our RE lessons in order to meet the needs of all our pupils. These will include presentations by the teacher, story-telling, discussions and drama/role-play, quiet thought and reflection (meditation), use of music, maths, technology, science and art, both narrative and non-narrative writing and using ICT (many of the schemes include website references and other computer-based activities). There are also opportunities for visits, receiving visitors, research and making presentations.

To teach the RE Curriculum effectively, a series of units of work have been developed, each requiring between five and twelve sessions of approximately 40 minutes of curriculum time. Each of these units is taught in a specific term (see curriculum map below). For each unit, there has been developed a scheme/unit of work. The purpose of the schemes/units of work is to guide teachers when planning in the medium- and the short-term. Each of these schemes suggests a series of lessons, each with: a focus statement, main learning objectives, activities and resource suggestions. These schemes are not detailed lesson plans (though such may be found in each scheme's associated folder/box of materials), and decisions on the organisation of actual lessons are taken by teachers and year groups, using their professional judgements.

There exists a separate scheme for work connected with Christmas. This work takes place in December in each year and is organised so that pupil's knowledge is accumulative rather than a repetition over each of the four years the pupils are in the school. In Y3 and Y6, the Christmas work links directly to the other work in that term, whilst in Y4 and Y5, the Christmas work 'stands alone'.

Work connected with Easter is covered in each year-group, as part of the themes that are taught in the spring or early in the summer term. Again this is arranged so that pupils' knowledge is accumulative.

School year	Autumn term		Spring term	Summer term
3	<b>Special Things</b> People, times, places, objects.	<b>Christian Festivals</b> Advent & Christmas.	<b>Creation Stories</b> <b>Jesus &amp; Christianity</b> His life, Bible, churches.	<b>Life's Passages ceremonies.</b> Baptism/naming, induction, marriage & loss.
4	<b>Judaism</b> Worship & key figures, festivals, writings.		<b>Christian Festivals</b> Lent, Easter & Pentecost.	<b>Buddhism</b> Worship, festivals, writings.
5	<b>Harvest</b>	<b>Introduction to Sikhism</b>	<b>Islam</b> Key figures, worship, festivals & writings.	<b>Jesus' life &amp; teachings</b> Disciples, parables, miracles & Lord's Prayer.
6	<b>Symbols</b> Meanings & symbolism; in light, water, food, artifacts, designs, etc.		<b>Hinduism</b> Key figures, worship, festivals & writings.	<b>Theology</b> Is there a God, what is time, the universe, what ought we to do?

## Resources

There is a wide range of resources to support the teaching of RE. Materials for each scheme is kept in plastic chests in the resources hut (RE section) and on the network. Each chest contains the scheme/unit of work, books, DVDs, posters, artifacts, notes on both AT1 and AT2 assessment for that scheme, background notes for teachers and other relevant teaching materials.

The schemes and their associated materials are continually under review: updated, revised and added-to in the light of experience, new resource purchase and other developments. The schemes and their contents have been carefully selected, arranged and organised so that children's development of RE knowledge, skills and attitudes will be in-line with those envisaged in the Agreed Syllabus.

Pupils are taught to handle and treat religious artifacts with deference to the significance they have for others. In the staffroom, on permanent display, is a "World Religions Calendar" for the current year. There is an extensive collection of religious resources in the Central Library in Uxbridge, to which the school has access when buying into the LEA library service.

### **Visits and Visitors**

The school follows the guidelines set-out in the HAS, a full copy of which is held by the RE co-ordinator and may be viewed upon request. In the case of a visitor to school, the guidelines laid-out in the Guidance for 'Faith Encounter' document should, in addition, be followed.

### **Issues concerning the delivery of RE**

*Withdrawal on grounds of conscience:* a teacher who finds that they cannot, on grounds of personal conscience, deliver any aspect of the RE course to their class has the right to withdraw from teaching that element of the curriculum. In the event of a teacher exercising this option, the HT and curriculum leader will, with the permission of the governing body, make alternative arrangements for the teaching of those aspects of the curriculum to that class. It is hoped that teachers would exercise their best judgement before taking-up their right of withdrawal.

### **Parents Right of Withdrawal**

It is compulsory for schools to provide RE, but RE is not part of the National Curriculum, and as such parents retain a right to request that their child, or children, be withdrawn from a part, or the whole, of the RE curriculum on the grounds of personal religious commitment. The RE co-ordinator retains a copy of the current regulations covering this situation.

Any parent considering this course of action should contact the HT initially. It is hoped that a parent in this situation would exercise careful judgement on the effect on their child being, in the eyes of their peers, 'singled-out' and the mis-information that may result from a 'second-hand' version of the lessons that a curious child may well illicit from their peers.

### **Assessment for learning**

This is carried-out in-line with the school's current "Assessment Policy and Guidelines". Teachers are expected to make assessments of pupils' progress and achievements against lesson and key objectives for each scheme. These judgements should be made as they work (by observation, questioning, discussion, marking, talking with pupils, etc.) and by use of a range of assessment tools towards the end of work in each scheme. The assessment guidance statements are held by the RE coordinator and by each year group.

At the end of a school year teachers are required to make a summative judgement of each pupil's achievement in terms of both their AT1 & AT2 levels.

Reporting to parents is done annually, and an assessment grade will be given for each child for both effort and achievement. Lower effort will score a 1 on a 1-5 scale. Higher achievement will score an A on an A b C scale. Teachers will look at AT1 and AT2 achievements throughout the year and make an overall judgement for report grades.

## **Roles and Responsibilities**

### *Head Teacher and Governing Body*

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning
- monitor teaching strategies in the light of health and safety regulations
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching

### *Curriculum Co-ordinator*

- To have an impact on raising standards of attainment across the whole school.
- Develop, in consultation with other staff, schemes/units of work and a framework for curriculum organisation within which RE can be delivered (in accordance with statutory requirements).
- Be familiar with developments relating to RE at local and national levels and ensure they are appropriately reflected in the school's arrangements for RE.
- Ensure the effective implementation of RE across the school by monitoring the teaching & learning of RE, scrutinizing plans to ensure sufficient coverage of the syllabus and discussing any issues that might arise with year-group teams, at the end of each term (e.g. Implementation of the syllabus, resources and staff development).
- To maintain the availability of high quality resources.
- To ensure a regular and effective programme of analysis of children's work sampling

### *Class Teachers*

- Ensure the effective implementation of the planning for RE.
- Make effective use of Assessment for learning within RE.
- To ensure work is differentiated to enable all children to reach their full potential.

### *Teaching Assistants*

- To support the class teacher in the effective implementation of RE.

## **Review**

This policy will be reviewed in September 2018.