



ODST
Oxford Diocesan
Schools Trust

Bampton CE Primary School and Nursery

Learning together with Respect, Friendship and Perseverance



School Vision Statement

We endeavour to enable all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values, to be the best that we can be.

Title of Policy	Religious Education Policy
Date Adopted by the Governing Body	October 2022
Review Date	October 2024
Signed by the Chair of Governors	

Our Christian vision for Bampton CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, we are driven by our desire to offer the best possible education for our pupils in partnership with parents, ODST, Burford Partnership of schools, the Church and the local community.

The Legal Position

The school, in accordance with the 1996 Education Act, provides religious education for all pupils registered at the school. Religious education and the National Curriculum make up the basic curriculum. Unlike subjects of the National Curriculum, religious education is taught in accordance with a locally agreed syllabus in our case, that of Oxfordshire. It has the same status and importance as any other subject and, as such, the same high standards are applied to this as to other subjects.

The value of Religious Education

Religious education aims to:

- provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human
- develop pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions such as these
- offer opportunities for personal reflection and spiritual development
- enhance pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression as well as the influence of religion on individuals, families, communities and cultures
- encourage pupils to learn from different religions, beliefs, values and traditions while exploring their own beliefs and questions of meaning
- challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses
- encourage pupils to develop their sense of identity and belonging, and enable them to flourish individually within their communities, and as citizens in a pluralistic society and global community
- play an important role in preparing pupils for adult life, employment and lifelong learning enabling them to develop respect and sensitivity to others, in particular those whose faiths and beliefs are different from their own
- promote discernment enabling pupils to combat prejudice

The purpose of religious education does not include any attempt to alter a child's beliefs. Indeed, reflecting the inclusive ethos of the school our religious education programme is designed not 'to convert pupils or urge a particular religion or religious belief on pupils'. (Agreed Syllabus quoting from the DFE circular 1/94 paragraph 32)

Planning and Delivery

At Bampton CE Primary School and Nursery, we have adopted Discovery RE as a comprehensive and progressive RE scheme of work which supports delivery of the agreed syllabus strands. Christianity is taught in every year group in Discovery RE and the enquiry approach adds challenge, requiring children to retain knowledge and apply it to the big question using their critical thinking skills. Each enquiry addresses an aspect of Christian theology, sometimes explicitly using the theological language and

sometimes laying foundations of experience and understanding which will later facilitate learning the explicit theology.

Discovery RE provides a set of detailed medium-term plans for RE from Years F1/2 to Year 6. They adopt an enquiry-based approach to teaching and learning. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries.

Each enquiry demands the equivalent of 6 lessons, but teaching time is blocked to enhance learning. These are organised as one full day each half term, with additional top up time as required to complete the enquiry. Each enquiry has learning objectives and assessment statements which support planning and assessment. SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Values agenda.

Each unit of work is delivered over at least one full day each half term and is set aside as an RE Focus Day.

SMSC

SMSC (Spiritual, Moral, Social and Cultural) development with the Ofsted inspection framework emphasising the opportunities children are offered for SMSC development, RE can be a key contributor. Therefore, SMSC opportunities are identified in each enquiry, and are mapped on the overview grid for each year group.

British Values

Religious Education is a key player in engendering knowledge and understanding which can lead to tolerance and respect for others and their beliefs. It does not, however, teach children to passively accept, but rather encourages evaluation and critical thinking, equipping them to consider belief positions they encounter. Discovery RE contributes significantly to the British Values agenda and the mapping documents are available to view on our website.

Mindfulness

Mindfulness means cultivating a sense of awareness on purpose, in a non-judgemental way in the present moment. Teachers will use mindfulness practices, as appropriate, to build children's self-awareness and skills of reflection, thus supporting their RE learning as well as their personal spiritual development.

Assessment

Floor Books are made to collate evidence of children's learning and to support teacher assessments. Assessments are made at the end of each unit of work and recorded on Target Tracker. These outcomes are reported to the SIAMS sub-committee who in turn report to these outcomes and any further monitoring of RE to the FGB.

Withdrawal from religious education

Parents may withdraw their children from all or any part of religious education and teachers can exercise their right to withdraw from teaching the subject. However, we hope that all parents and teachers will feel comfortable with the type of religious education being taught at this school. Parents who wish to withdraw their children are requested to provide written notification to this effect.