



**Charlton-on-Otmoor CE Primary School**  
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## **RELIGIOUS EDUCATION POLICY**

### **INTENT**

Charlton-on-Otmoor Church of England Primary School is a Voluntary Controlled School fostering strong links with our local community. Working together to provide rich learning opportunities for our pupils. The ethos of our school provides a welcoming, secure and stimulating environment and this is reflected in a religious education programme that is inclusive and relevant to the spiritual, moral, social and cultural development of all our pupils.

Our **intent** is to:

- Provoke challenging questions about the ultimate meaning and purpose of life, beliefs about God, ourselves and the nature of reality, issues of right and wrong and what it means to be human and a global citizen.
- Develop pupil's knowledge and understanding of Christianity, other principal religions, and other world views that offer answers to questions such as these.
- Offer opportunities for personal reflection and spiritual development.
- Enhance pupil's 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 and see diversity as a positive in the world.

- Provide our pupils with the tools needed to be Global Citizens leading to an understanding of the different factors that shape ours and others identities, including religion.
- Embed our school values so they they are evident in the daily attitudes of the whole school community.

## **Implementation**

In **Key Stage 1 and 2** our RE curriculum is based on the **Oxfordshire Agreed Syllabus**. We plan using the Oxford Diocesan Scheme of Work on a two-year rotation to account for our double age group classes. Their long term plan provides an overview of when the syllabus units of study are to be covered throughout the school. It also determines the general theme for each unit of study and the focus. Work is recorded in a variety of ways including in RE books, on posters, iPads and shared drives and using learning webs.

**The Foundation Stage** Religious Education is statutory for children in Reception classes. In the Foundation Stage RE is taught in the context of the EYFS through topics and celebrations of festivals and Bible stories. RE makes a significant contribution to children’s knowledge and understanding of the world and their personal and social and spiritual development. It also provides opportunities for children to investigate their feelings and relationships and to explore and wonder at the world around them. There are opportunities for them to think about how the choices they make and how the things they do affect themselves and others. Stories, pictures, websites and artefacts help to provide insights into the beliefs, practices and lifestyles of different people.

In addition across the whole school we have six half- termly values that reflect the Christian values of our School Vision, these are referenced in classwork, assemblies and discreet lessons.

**Love**-Autumn One

**Respect**- Autumn Two

**Kindness**-Spring One

**Forgiveness**- Spring Two

**Resilience**-Summer One

**Honesty**-Summer Two

### **Teaching Religious Education to pupils with special needs**

Religious Education makes a significant contribution to inclusion, particularly in its focus on promoting respect for all. All pupils have an entitlement to high quality RE, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education for all pupils. We provide learning opportunities that are matched to the needs of specific groups of pupils. Learning takes into account the targets set for individual pupils in their individual education plans (Pupil Profiles). Teachers support learning by selecting and developing practical, interactive and visual strategies and materials. Opportunities are provided for children to extend their knowledge as appropriate. All staff and governors are aware of the document ‘Valuing All God’s Children.’

[https://www.churchofengland.org/sites/default/files/2019-07/Valuing All God%27s Children July 2019\\_0.pdf](https://www.churchofengland.org/sites/default/files/2019-07/Valuing All God%27s Children July 2019_0.pdf)

### **Resources**

There is a good range of resources to support the teaching of RE across the school. This includes collections of artefacts for each of the major world religions, books, posters and CDs. Most of these resources are kept in religious themed boxes but further books are available to pupils in the library. We also use websites to support our teaching, such as REonline, and Twinkl. The Area Dean, Vicar and lay preachers from the church also provide support.

## **Withdrawal**

Parents have a legal right to withdraw their children from religious education, though we hope that any who may wish to do so will contact the school to discuss any matters of concern before making such a decision.

## **Impact**

- Teacher Assessments made as part of every RE lesson in KS1 and 2, help them to adjust and inform their planning. They note achievement and progress by assessing the pupils' work against the learning objectives for their lessons. In the Foundation Stage assessment is by observation of children's engagement and recall of stories and celebrations.
- Regular monitoring by the RE Subject Leader shows the standards of pupils' work and of the quality of teaching in RE is thorough and high quality.
- Evidence of the Christian Ethos of the school is seen around the building in displays, atmosphere, signs and artefacts.
- There is good communication and involvement by the RE Governor who participates in termly learning walks with the RE Subject Leader to ensure impact is effective and strong.