



# Aston Rowant C+E Primary School

## Religious Education Policy

**Vision:** To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness.

**Mission:** Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.

**Strapline:** Growing together, rooted in God, having fullness of life (*Col 2:1-7*)

**Date of Policy: September 2025**

**Date of Policy review: September 2027**

Head Teacher: Mrs H. France

Date: 12<sup>th</sup> Sept 25

RE Governor: Mrs G. Tyler

Date: 12<sup>th</sup> Sept 25

### RATIONALE

This policy underpins and reflects our theologically rooted Christian vision and our core Christian values of **Gratitude, Resilience, Outreach, Wonder, Trust and Harmony**. These values shape our culture, decision-making, relationships and curriculum. Rooted in Christ's teaching, we aim to give all pupils the opportunity to flourish academically, spiritually, morally and socially.

As members of a diverse and multi-faith society, our pupils need to develop:

- Respect for their own beliefs and backgrounds
- Openness towards the beliefs of others
- Understanding of how religious and non-religious worldviews shape identity, culture, community and moral choices

Our medium-term planning reflects the religious backgrounds of our pupils and follows the Oxfordshire Agreed Syllabus, supported by the Understanding Christianity programme.

This policy aligns with the expectations of the National Curriculum, the SIAMS framework, and the Ofsted Education Inspection Framework.

### AIMS

Through Religious Education at Aston Rowant, children will:

- Explore the big questions about life and what it means to be human - questions asked across all cultures and faith traditions
- Clarify their own beliefs and values, appropriate to age and background, while developing an appreciation for the commitment and responsibility held by people of faith
- Understand how religious beliefs and practices influence individuals, communities and societies
- Develop respect for those with beliefs and lifestyles different from their own, enabling them to contribute positively to a multi-faith society
- Grow spiritually and reflectively, making thoughtful connections between learning and their own experiences

**GRATITUDE   RESILIENCE   OUTREACH   WONDER   TRUST   HARMONY**

More specifically, pupils will:

- Acquire secure knowledge and understanding of **Christianity, Islam, Hinduism and Judaism**
- Understand the influence of belief, tradition and values on individuals and communities
- Develop skills to make reasoned and informed judgements about religious and moral issues
- Reflect on fundamental questions of life raised by human experience
- Respond to these questions using religious teachings, their own insights and personal experience
- Develop positive attitudes of respect, empathy, fairness and curiosity towards others

## **GUIDELINES FOR IMPLEMENTATION**

- RE is taught in accordance with legislation stated in the Oxfordshire Agreed Syllabus
- Staff are sensitive to the diverse religious and cultural backgrounds of pupils, recognising the implications of belief in children's daily lives
- Teaching is objective, open-minded and academically rigorous
- Pupils are encouraged to value their own beliefs while showing respect for the values and commitments of others
- RE lessons promote the development of positive relationships, spiritual growth, moral understanding and social responsibility
- Pupils are encouraged to respond to ethical and moral issues in local, national and global contexts
- RE contributes to pupils' wider SMSC development and supports our Christian vision

## **ENTITLEMENT**

All pupils have the right to access high-quality RE. Parents have the statutory right to withdraw their child from all or part of RE, and requests will be handled sensitively and respectfully.

## **KEY SKILLS DEVELOPED IN RE**

Our curriculum develops the following disciplinary and transferable skills:

### **Investigation**

- Asking relevant questions
- Listening attentively
- Gathering information from a variety of sources

### **Interpretation**

- Drawing meaning from artefacts, art, poetry and symbolism
- Suggesting possible meanings of religious texts

### **Analysis**

- Following lines of enquiry
- Distinguishing between fact, belief and opinion
- Identifying similarities and differences across religions

### **Synthesis**

- Linking ideas and concepts into coherent understanding
- Connecting experiences and beliefs into a meaningful whole

### **Evaluation**

- Considering differing viewpoints respectfully
- Making comparisons and informed judgements

### **Application**

- Relating learning to personal, local and global contexts

### **Reflection**

- Reflecting on feelings, experiences, beliefs and relationships
- Appreciating stillness, silence and contemplation

### **Empathy**

- Understanding the thoughts, feelings and perspectives of others
- Seeing the world from different viewpoints

### **Expression**

- Explaining concepts and practices clearly using appropriate vocabulary

## **ATTITUDES AND DISPOSITIONS PROMOTED THROUGH RE**

RE helps cultivate the following essential attitudes:

### **Commitment**

Enthusiasm for learning, willingness to engage deeply, and openness to new ideas.

### **Fairness**

Listening without prejudice, considering evidence, looking beyond surface impressions.

### **Respect**

Appreciating diversity; recognising the deep nature of belief; avoiding ridicule; recognising the rights of others.

### **Self-Understanding**

Developing self-worth, identity and personal reflection.

### **Enquiry**

Curiosity, critical thinking, recognising bias and seeking truth.

### **Wonder**

Appreciating mystery, imagination and the spiritual dimension; asking “I wonder...” questions.

## **RE IN PRACTICE**

RE lessons draw from:

- The Oxfordshire Agreed Syllabus
- The Understanding Christianity framework
- Carefully structured units that encourage enquiry, reflection, debate and creativity

Lessons may include:

- Discussion and philosophical enquiry

- Analysis of texts and stories
- Art, drama, music and sensory exploration
- Reflective journaling
- Visits from faith leaders and visits to places of worship
- Comparison of lived experiences of faith

RE is planned with reference to pupils' prior learning, ensuring progression and coherence.

## **ASSESSMENT**

Assessment in RE is ongoing and formative, enabling teachers to:

- Evaluate pupils' understanding
- Identify misconceptions
- Reflect on progress in religious literacy, reasoning and reflection
- Adapt teaching to meet pupil needs

Assessment may include:

- Class discussions
- Written reflections
- Creative responses
- Observations
- Quizzes or concept checks
- End-of-unit tasks

RE assessment is recorded in line with whole-school systems, and teachers contribute evidence to support subject monitoring.

## **INCLUSION**

RE is taught inclusively so that:

- All pupils can access the curriculum regardless of ability, faith background or SEND
- Activities are planned and differentiated appropriately
- Additional support or challenge is provided when needed
- Pupils' diverse identities are valued and respected

## **CONCLUSION**

Through this policy and its consistent implementation, we aim for every child at Aston Rowant CE Primary School to:

- Understand and respect their own and others' beliefs
- Develop spiritual and moral confidence
- Engage thoughtfully with questions of meaning, purpose and truth
- Grow into compassionate, reflective and responsible members of society

Our Christian values guide us as we nurture pupils who will flourish in a multi-faith world, rooted in dignity, respect and love.

**GRATITUDE • RESILIENCE • OUTREACH • WONDER • TRUST • HARMONY**