



# Aston Rowant C+E Primary School

## Religious Education Policy

### Mission Statement

Growing together we inspire each other to achieve our full potential as courageous lifelong learners.

**Date of Policy: September 2023**

**Date of Policy review: September 2026**

**Headteacher:**

**Date:**

**Chair of Governors:**

**Date:**

### RATIONALE

This policy underpins our vision and is upheld by our core Christian values Our Vision is that by growing together we inspire each other to achieve our full potential as courageous lifelong learners.

This

is under pinned by our core Christian values: Gratitude, Resilience, Outreach, Wonder, Trust, Harmony.

As growing members of a multi-faith society; it is important that our pupils develop a positive attitude towards, and respect for, the religious and cultural beliefs of themselves and of others.

Aston Rowant School's medium term planning has been adapted to reflect the religious background of its pupils and adheres to Oxfordshire Agreed Syllabus. The following aims, skills and attitudes are taken from that syllabus. The school also utilises the Understanding Christianity framework.

### AIMS

- Through the teaching of Religious Education children at Aston Rowant School will explore those questions about life and living and what it is to be human that are asked in all communities and cultures and are often addressed in a specific way through the great religious traditions of the world.
- In considering those questions of meaning and purpose in life all children should have the opportunity to clarify their own beliefs and values - as is appropriate to their age and background - and begin to understand the importance of personal commitment and responsibility.

Through their study of Religious Education children will also be encouraged to recognise and understand the ways in which religious beliefs and practices affect the behaviour of individuals and groups and be helped to develop a positive attitude towards those whose ideas and ways of living are different from their own. Therefore they will be able to respect the beliefs and practices of others and develop a positive and sensitive attitude to living in a multi-faith society. They will also be able to develop their own spirituality.

## **GRATITUDE   RESILIENCE   OUTREACH   WONDER   TRUST   HARMONY**

Religious education should specifically help pupils to:

- acquire and develop knowledge and understanding of Christianity, Islam, Hinduism and Judaism;
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- develop the ability to make reasoned and informed judgements about religious and moral issues, with reference to the teachings of the 4 religions mentioned above;
- develop an awareness of the fundamental questions of life raised by human experiences, and of how religious teachings can relate to them;
- respond to such questions with reference to the teachings and practices of religions, and to their own understanding and experience;
- reflect on their own beliefs, values and experiences in the light of their study;
- develop a positive attitude towards other people, respecting their right to hold different beliefs from their own, and towards living in a society of diverse religions.

### **GUIDELINES**

- Legislation concerning Religious Education is fully recorded in the Agreed Syllabus and all staff should be fully aware of relevant documentation.
- Staff need to be aware of and sensitive to the different religious beliefs of the children in school. We must appreciate the implications of these beliefs on their daily lives when encouraging them to participate in the school community.
- Children should be encouraged to value themselves and their own religious beliefs whilst appreciating that different things are important to different people.
- Staff should endeavour at all times to promote aspects of the different religions in an open and objective manner.
- A caring attitude and respect for all living things should be fostered in the children and they should be encouraged to accept some responsibility for their environment.
- Children should be encouraged to respond to moral and ethical issues in the wider world.

### **ENTITLEMENT**

All of our pupils have the right of access to religious education but parents also have the right to withdraw their children.

### **SKILLS**

- All curriculum areas develop skills in pupils as well as using skills common to all learning. The following skills are central to religious education:- **Investigation** - this includes:
  - the ability to ask relevant questions and listen attentively;
  - the ability to ascertain facts;
  - the ability to know how to use different types of sources as a way of gathering information;

**Interpretation** - this includes:

- the ability to think logically and objectively;
- the ability to draw meaning from artefacts, works of art, poetry and symbolism; □
- the ability to suggest meanings of religious texts.

**Analysis** - this includes:

- the ability to pursue a line of argument and enquiry;
- the ability to distinguish between opinion, belief and fact;
- the ability to distinguish between the features of different religions.

**Synthesis** - this includes:

- the ability to link significant features of religion together in a coherent pattern; □ the ability to connect different aspects of life into a meaningful whole.

**Evaluation** - this includes:

- the ability to compare and contrast ideas.

**Application** - this includes:

- the ability to make the association between religions and individual, community, national and international life.

**Reflection** - this includes:

- the ability to reflect on feelings, relationships, experience, ultimate questions, beliefs and practices;
- the ability to use periods of silence/stillness for reflection and to understand its value for self and its place in religious observance.

**Empathy** - this includes:

- the ability to consider the thoughts, feelings, experiences, attitudes, beliefs and values of others;
- the ability to see the world through eyes of others, and to see issues from their point of view.

**Expression** - this includes:

- the ability to explain concepts, rituals and practices.

## **ATTITUDES**

Attitudes such as respect, care and concern should be promoted through all areas of school life. There are some attitudes that are fundamental to religious education in that they are prerequisites for entering fully into the study of religions, and learning from that experience. The following should be included:

**Commitment** - this includes:

- an understanding of the importance of commitment to a set of values by which to live one's life;
- a willingness and enthusiasm towards R.E.;
- the open-mindedness to learn new things while living with certainty.

**Fairness** - this includes:

- the ability to listen to the views of others without prejudging one's response;
- the ability to consider carefully the views of others;
- a willingness to consider evidence and argument; □ a readiness to look beyond surface impressions.

**Respect** - this includes:

- a respect for those who have different beliefs and customs to ones' own;
- a recognition of the rights of others to hold their own views;
- the avoidance of ridicule;
- a discernment between what is worthy and what is not;

- an appreciation that people's religious convictions are often deeply felt; □ a recognition of the needs and concerns of others.

**Self-understanding** - this includes:

- the development of a mature sense of self-worth and value.

**Enquiry** - this includes:

- a curiosity and a desire to seek after the truth;
- a readiness to acknowledge bias and prejudice in oneself.

**Wonder** - this includes:

- a recognition of the world as a place of wonder and mystery;
- a willingness to tolerate uncertainty;
- a willingness to value insight and imagination as ways of perceiving reality; □ an openness to the spiritual dimension.
- children being encouraged to ask their own 'I Wonder...' questions
- teachers developing 'wonder' by asking questions through their marking

## **CONCLUSION**

It is hoped that implementing this policy will enable our children to grow up with understanding and respect for their own and other peoples' religious beliefs. A sensitive attitude towards others and a pride in their own faith will enable them to develop positive relationships with others in both in both the immediate context of school and ultimately in the context of the wider multi-faith society in which they live.