

Aston Rowant C†E Primary School

WHAT RE LOOKS LIKE AT ASTON ROWANT

**Growing together, rooted in God, having fullness of life.
Colossians 2:1-7**



Vision: Aston Rowant community will be courageous life-long learners, who are rooted in God, living our Christian values and enjoying life in all its fullness.

Mission: Growing together and inspiring one another through our Christian values and a broad enriched curriculum.

G	GRATITUDE
R	RESILIENCE
O	OUTREACH
W	WONDER
T	TRUST
H	HARMONY

Grateful Our attitude to learning shows that we appreciate the breadth of opportunities that we have to learn inside and outside of the classroom with our resources and surroundings.

Resilient We cultivate a growth mindset from the perspective of building courage, encourage failure by modelling it and showing how to reframe events in a positive light, so children are willing to try new things whilst embracing failure and the opportunities it brings. Let the children learn to have control over their own actions, including trying again if they don't succeed.

Outreach Children will leave Aston Rowant C†E Primary School with an enthusiasm and thirst for learning that continues for the next stage of education and enables the children to live life to its fullness.

Wonder We generate curiosity and wonder about what we teach and allow it to take hold into something that becomes a passion for lifelong learning for all of our children. We openly involve them in their learning by meeting them where they are and then showing them where they can go exploring their interests, expanding upon their ideas, and engaging them in meaningful dialogue which encourages them to fully engage with owning and developing their own learning.

Trust We will develop our children into independent learners to empower them to take control of their own learning – both inside the classroom. Teachers trust that our pedagogical approach cultivates independent habits of mind in the children we teach and the children themselves trust their foundation and values to explore the truths of the world for themselves.

Harmonious The whole school team will grow together, sharing our knowledge, understanding and experience. We will question, encourage and support one another on our learning journey.

INTENT

Religious Education at Aston Rowant School is structured to enable our children to demonstrate **wonder** in their approach to learning, to be **resilient** in their attitude to learning, to be empowered to work **harmoniously** with **gratitude** for all the opportunities we have, to understand and **trust** the impact their learning has had on them so far and be inspired to **reach out** and keep learning. We are ambitious to promote and value religions throughout their journey in our school, pupils will acquire and develop the knowledge, understanding and skills of the principal religions represented locally and in the wider world. Through Religious Education, our pupils develop their knowledge of the world faiths, their understanding and awareness of the beliefs, values and traditions of other individuals, societies, communities and cultures.

We believe R.E. encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. Throughout school, we promote respect and open-mindedness towards others with different faiths and beliefs. Our curriculum is designed to encourage creativity, imagination, enquiry, debate, discussion and independence. Our principle aim is to engage our pupils with an enquiry based approach where they can develop an understanding and appreciation for the expression of beliefs and cultural practices. We encourage our pupils to ask questions about the world and to reflect on their own beliefs, values and experiences.

We believe that it is vital for all our pupils to learn about religion, so that they can understand the world around them. Our pupils will develop their knowledge and understanding of how religions and beliefs can shape life and behaviour. Religious Education is delivered so pupils will enhance their spiritual, moral, social and cultural development by making reasoned and informed judgements about religious and moral issues. Whilst learning about different religions we also encourage our pupils reflect on how and when they have been resilient, used their collaboration skills, been investigative and evaluated their learning.

Implementation

We aim to give every child a unique and engaging experience which will allow them to achieve their full potential. Our whole school Religious Education is reflected in the attainment targets below.

- To be able to learn about religion and belief.
- To be able to learn from religion and belief.

Religious Education is provided for all pupils in our school and is inclusive and broad minded. Our Curriculum is individually tailored to maximise our local links and fulfils of all the requirements of the Oxfordshire locally agreed syllabus.

The following religions have been selected for study:

- Christianity
- Islam
- Judaism
- Hinduism
- Sikhism
- Non-faith world view

Impact

Our children can contemplate big questions about life and understand what people believe and what difference this makes to how they live. They can make sense of religion, reflecting on their own ideas and ways of living.

GRATITUDE



Our R.E. lessons contain serious and thought-provoking content, but they are also inspiring and fun at the same time, as religious education provides lots of opportunities for varied and engaging learning activities. We make it relatable by referring to current role models and their religious beliefs.

We explore religious celebrations and traditions when they happen, such as Christmas, Easter, Hanukkah, Chinese New Year and Diwali. When planning our R.E. lessons we try to include active learning, such as a role-play, storytelling or drama where the children actively participate. We invite in guest speakers from religious communities to inspire the children to explore faith from a personal perspective. We also plan visits to religious buildings, such as a church or temple. Finally, we sometimes use craft or practical activities to inspire our learning or to respond creatively to what we have learnt.

"I dressed as a shepherd and had to look for my lost sheep like God does."

Oliver, Year 2

RESILIENCE



Using questions in R.E. lessons is a great way to encourage independence in learning. By giving opportunities in R.E. lessons to discuss different concepts children are encouraged to use information and ideas from other people to answer big questions for themselves. We use open questions to enable children to be more independent because they do not presuppose a single, definite answer.

By talking about the reasons other children, and those they know, give for their beliefs, and by listening to how people react to the beliefs of others the children can begin to see different sides to arguments about religious questions. Our aim is that by the time the children reach the end of Key Stage 2 they can show that they can hold and justify opinions about religious and spiritual questions.

We also refer to religious artefacts and resources, arguments and experiences; use evidence, reason and experience to encourage children to apply the idea of open-mindedness critically to their own views as well as others' views.

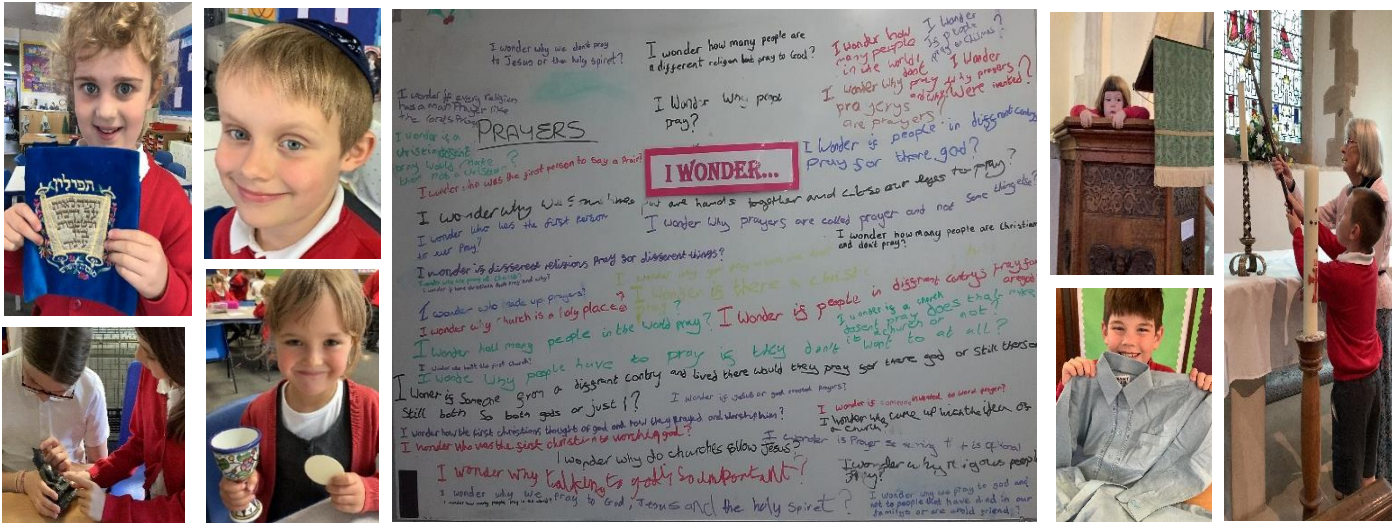
OUTREACH



Collaborative working enriches our R.E. education and cultural development and by building lasting relationships between both members of our school community and also the wider community. We have strong links with our local church who lead Open the Book sessions weekly and do RE Inspired lessons each term for each class. We also have links with a school in South Africa. We believe that this plurality of relationships adds to the richness of our R.E. provision.

“We learn about people who are missionaries but we do things like that as well by doing things for people and with our link school.” Max, Year 4

WONDER



Wonder often begins with “why?” In R.E. we try to fire up our children’s curiosity, by encouraging them to ask—and try to answer—questions. We design our R.E. lessons so that we’re posing questions, either implicitly or explicitly, leaving openings for children to participate and ask questions about what they’re learning. We regularly put ‘I Wonder...’ on the whiteboard and let children ask their own questions during a lesson which we try to answer as a whole class during the plenary.

Wonder encourages us to try to figure things out and, ultimately, to learn. By structuring our R.E. lessons to include visiting places of worship, sharing stories, inviting visitors in and having special faith-based objects, children can explore, think and ask questions to enable them to shape their own ideas.

Wonder can also remain active even when the children are more passive, particularly in quieter moments when they can reflect on what they’ve uncovered and consider what it all means. We have time at the end of each R.E. lesson, and during the week, to continue to reflect and wonder.

“We write our own ‘I Wonder...’ questions to make us think. Sometimes we answer them and sometimes the teacher helps us answer them. Sometimes our board is full of questions!” Elizabeth Year 6

TRUST



Trust can be hard to teach. However, it is essential for us at Aston Rowant to foster trust and courage in our children and in ourselves. Without courage, we can't move forward. Without courage, we will never experience new things in life or make the world a better place for others or ourselves.

The Church of England talks about 'courageous advocacy' - putting others needs first, even when it might be dangerous or difficult. Many Christians believe that God asks us to offer our skills, talents and abilities in the face of adversity, and that he will use that courageousness to achieve great things. The word 'courage' comes from the Latin word 'cor' = heart.

We demonstrate courage by confidently acting in accordance to our beliefs, despite fear, difficulty, or opposition. Therefore, our R.E. lessons explore two different faiths (Judaism and Christianity) in KSI, four different faiths (Judaism, Christianity, Hinduism and Islam) in LKS2 and in UKS2 add Sikhism and a world view so that children have a breadth of understanding of the beliefs of others and have the courage to develop their own ideas.

We also see our children demonstrating confidence in the lessons through debates, questioning visitors, investigation, reading, listening and research. In addition children in Year 6 lead all of our Collective Worship and each class shares something in our Celebration Assembly.

HARMONIOUS



During our R.E. lessons we grow together by sharing our knowledge, understanding and experience. We question, encourage and support one another on our learning journey. In RE, the children have opportunities on a weekly basis to build and hone their teamwork skills. From working together during a think-pair-share activity to debating, hot seating, role play or examining artifacts the children are constantly asked to work in a team. We can teach them the steps and strategies to work harmoniously and in doing so set them up to succeed when working with others.

"I like working with my friends in RE, it's fun." Esme, Year 1
"I like it when we have visitors in and talk to people about other countries." Tegan, Year 3