



Creating Excellence, Embracing All

SUBJECT POLICY
FOR
RELIGIOUS EDUCATION
2025

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Botley School Vision statement

*A high-quality education in a positive and happy school,
where everyone is included, celebrated and encouraged to
be a creative lifelong learner.*

Botley School Values

Inclusivity Teamwork Kindness Respect Resilience Creativity

‘Central to the approach to learning in ‘Challenging RE’ is the process of building conceptual bridges between the pupils’ own lives and the content that they explore. Whatever background a pupil comes from, RE must engage all pupils in meaningful learning that they can apply to their own lives. And this means engaging pupils in their learning by building bridges between pupils’ experience and religious/worldview contexts.’

2023 Agreed Syllabus

Religious Education Vision Statement:

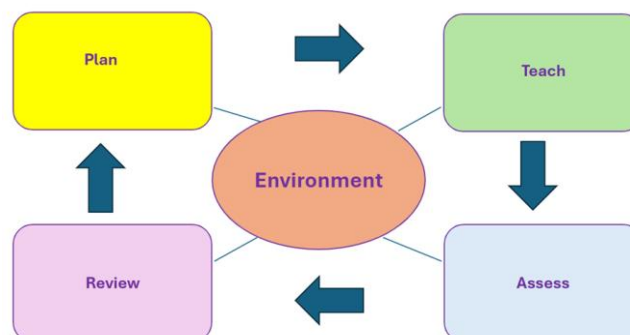
Developing curiosity and understanding through encouraging inclusive, respectful and reflective global citizens, with an awareness of the religions, traditions and cultures influencing our multi-cultural society.

The Legal Position:

Botley School, provides religious education for all pupils registered at the school. Religious Education 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.

Pedagogical Principles

The Intent, implementation and impact of the RE curriculum is rooted in the pedagogical principles as set out in the Botley Teaching and Learning Policy.



Intent

At Botley School we are committed to developing religiously literate pupils, who acquire the knowledge and understanding of the principle religions through an engaging and nurturing environment. RE is used to

engage, inspire, challenge and encourage our pupils, equipping them with the skills to answer challenging questions, explore different religious beliefs, values and traditions. Pupils experience and explore key religious communities and build an appreciation for their influence on individual's lives and behaviours. RE is enquiry led and develops their ability to reason and reflect upon religious and moral issues. RE promotes acceptance and enables pupils to combat prejudice, preparing them for life in a multi-cultural society.

RE is taught throughout the school in such a way as to reflect the overall aims, values, and philosophy of the school. RE plays an important role in promoting the spiritual, moral, social, and cultural development of our children.

We use the Oxfordshire Agreed syllabus for Religious Education and the Oxford Diocese Board of Education (ODBE) scheme of work as the basis for our curriculum. At Botley, it has been agreed that having taken into account the requirements and guidelines presented in the Agreed Syllabus, the following religions have been selected for study:

- Christianity
- Judaism
- Islam
- Hinduism
- Sikhi

As set out in the Agreed Syllabus it is required that:

- In the Early Years Foundation Stage, the learning outcomes are referenced to Christianity and as appropriate to a range of other beliefs and cultures.
- KS1 - Christianity is studied alongside Judaism and Islam
- KS2 – Christianity is studied alongside Islam, Hinduism and the Sikhi religion

During each Key Stage pupils are taught knowledge, skills and understanding through the two key aspects of learning laid down in the locally agreed syllabus:

- Learning about religion - All pupils will learn about Christianity and other world faiths in a course in which Christianity will clearly predominate.
- Learning from religion - The syllabus also requires us to build bridges between the pupils' own lives and the religious content that they explore. Whether the pupil comes from a particular faith background or none religious education should be relevant to their lives and engage them in meaningful learning that they can apply to life.

KS1 and KS2

Aims of Religious Education:

- To understand the nature, role and influence of religion in the world.
- To pursue a personal quest for meaning, purpose and value.
- To formulate reasoned opinions/arguments.

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'. (DFE circular 1/94 paragraph 32).

Implementation

Early Years Foundation Stage

In Reception & Nursery, pupils are given the opportunity to learn and develop through their experiences of

different religious traditions and communities based on their interests, backgrounds and child-initiated play.

RE has key links to the areas of learning and development within the Early Years Framework. Some relevant Early Learning Goals include:

Understanding the World.

Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society

People, Culture and Communities:

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Personal, Social and Emotional Development

Building Relationships:

Children at the expected level of development will

- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to other's needs.

Communication and Language

Listening, Attention and Understanding:

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Children in the Reception & the Nursery learn through a range of experiences and activities in an environment that enables active participation through:

- Our home corner
- Stories and role-play opportunities
- Dolls, small world toys and puppets from different cultures
- Artefacts, food and music
- Interest based topics e.g. Diwali
- Costumes for dressing up
- Painting, drawing and creative tasks.

In order to support our pupils in meeting their Early Learning Goals and the requirements of the Oxfordshire Agreed Syllabus, the children engage in specific planned activities, relating to various festivals or special places, as well as unplanned opportunities for religious understanding through child-initiated play, circle times and everyday routines.

Key Stage 1

At Key Stage 1 the children will cover the 12 units over 2 years. They will study Christianity and Islam in depth, and they will be exposed to other religious beliefs during the course of the individual units of study. In KS1, most learning will start with pupils' own experiences, move into religious content and experience and through this, develop awareness of universal human experience and concepts. Teachers will use these strands when planning their lessons.

They will explore these in relation to a number of themes in each key stage:

Key Stage 1:

- Important places
- Important people
- Special things
- Special stories
- Our World
- All about me!
- Special occasions
- Belonging

Key Stage 2

In Key Stage 2 pupils will cover 12 units of study over the 4 year period. They will study Christianity, Islam and Hinduism, Judaism and Sikhism in depth and have experience of other religious traditions during the course of individual units of study. In KS2, most learning will start with the religious content and concepts and then reflect back to the pupils' own experiences and self-concept, developing awareness of universal human experiences and concepts. Teachers will use these strands when planning their lessons.

They will explore these in relation to a number of themes in each key stage:

Key Stage 2:

- Worship
- Places of Worship
- Religion in the Community
- Symbolism
- Sacred Texts
- Festivals
- Rites of Passage
- Pilgrimage
- Diversity in religions
- Founders/Prophets
- Natural world
- Ethics and Moral Issues

Teaching and Learning

Re is taught discretely throughout KS1 and KS2.

Teachers decide whether to teach RE as a discrete lesson every week or to block the RE unit of work. Each lesson will have a specific objective (WALT) linked to the core knowledge or skills according to the medium-term plan.

Lessons will include a range of activities, both practical and research based.

Recording

In KS1 pupils record RE work in their RE Book. The teacher will provide a label with the WALT and key learning for the lesson which is stuck into their book.

In KS2 Pupils record their work in an RE book and record the WALT and key learning.

Resources

Resources for R.E. should be used in order to ensure that learning objectives can be met. They should also provide quality and interest. Artefacts and books are stored in the RE cupboards. ALL religious artefacts are treated with respect for the rules and conventions related to their respective faiths.

We use the Oxford Diocese Board of Education (ODBE) scheme as a basis to support our teaching and learning. Teachers will use a variety of online videos and resources to support learning including, but not limited to:

- RE Online
- BBC religion KS2 resources
- RE:Quest
- RE today

SEND and Inclusion

We are an inclusive school. All children receive Quality First Teaching. We aim to raise the standards for all children and provide access to learning about religions for all pupils. Where appropriate, resources will be tailored to the needs of the individual pupil to support gross and fine motor control skills. Pupils who receive 1:1 support will have access to support during RE lessons where appropriate to their needs. Learning and teaching will be ambitious for all and adapted to the individual needs of pupils where appropriate, however, the school recognises that not all pupils with identified special needs will automatically need additional support in RE and where pupils can access the learning and demonstrate their knowledge independently, this will be encouraged. For pupils with English as an Additional Language, teachers will ensure key vocabulary is clearly defined and understood; and provide additional support where appropriate. All classes have an Inclusion Action Plan which includes general teaching strategies for different groups within the class, based on teacher assessment.

Equal Opportunities

All teaching and support staff will do their best to ensure that all children, irrespective of gender, ability, ethnic origin, social or physical circumstances have equal access to the R.E. curriculum.

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 asked provide written notification to this effect.

We value the influence of each religion and worldview explored and their contribution to the education of all our pupils. We promote teaching in Religious Education that supports open enquiry and first-hand experiences where possible.

Enrichment and Wider Community

We plan regular visits, visitors and involvement in the community activity to provide first-hand experiences for the children to support and develop their learning. This is often linked to RE. We recognise that to have impact, the planned

enrichment (or cultural capital opportunity) must be clearly linked to the knowledge of religions to be acquired through the curriculum and provide the opportunity for children to better understand the knowledge or apply what they already know.

Spiritual, Moral, Social & Cultural (SMSC)

All subjects provide opportunities to promote pupils' spiritual, moral, social and cultural development. Religious Education itself has a significant role for the development of pupils' spiritual, moral, social and cultural development. It promotes respect, inclusion and open-mindedness towards others with different faiths and beliefs, and encourages pupils to develop their sense of identity and belonging through self-awareness and reflection. Explicit opportunities to promote pupils' development in these areas are provided within religious education through varied activities, trips, visitors and assemblies.

Impact

Marking and Feedback

The class teacher will provide live marking and feedback during the lesson.

When the work is marked, the teacher will highlight the objective (WALT) in green if the objective is attained, orange if it is nearly but not quite at the expected attainment and red if the objective has not been met.

Assessment

The Botley RE progression document enables staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative Assessment

Formative RE assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. RE assessment is recorded throughout the year, using the BROMCOM school information system.

Summative Assessment

At the end of each school year, pupils will be assessed within one of the following bands: Pre-Key Stage (PKS); Working Towards the curriculum (WT); Working at Expected (EXP); Working at Greater depth (GDS).

Pupils will be expected to demonstrate all the core skills on the progression table relevant to their year group to be assessed as EXP. Botley School recognises that some pupils who may struggle with English may still show EXS attainment for RE through verbal discussions.

Pupils working at greater depth will be expected to utilise the expected level of development to explain, create, develop and compare the full breadth of the religious knowledge and skills outlined in the progression map. In addition, pupils will be expected to communicate their written thoughts, ideas and feelings at a greater depth standard in English.

Reporting

A final summative assessment for RE will be reported to parents within the annual school report.

Monitoring

The RE subject leader is responsible for the monitoring of RE teaching, learning and outcomes across the school. In the event that, there is no RE lead, the responsibility devolves to the Humanities Curriculum Action Team.

RE is monitored throughout all year groups using a variety of strategies such as planning scrutinies, lesson observations, book looks and pupil conferences.

Linked Policies:

- Curriculum Policy
- Teaching and Learning Policy
- PSHE policy
- SEND policy
- Equality and Inclusion Policy

Appendix

Links to Key Documents

[RE Curriculum Overview](#)

[RE Progression Map](#)

[RE in the Early Years](#)