



RE Policy

Legal Position

The school, in accordance with its Trust Deed, provides religious education for all pupils registered at the school.

Following advice from the Oxford Diocesan Board of Education, the Governors decided that religious education in our school should be based upon the Oxfordshire agreed syllabus. 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.

The Value of Religious Education

Religious education enables pupils to:

- learn about religions and beliefs which have influenced the lives of millions of people worldwide and heavily influenced the development of different human cultures.
- apply academic skills, such as analysis and critical and creative thinking, to their approach to the study of religion with different disciplines as they mature;
- learn more about themselves and their place in the world from their increasingly academic and creative exploration of religions and beliefs.

Religious education aims to help pupils to:

- understand the nature, role and influence of religion in the world.
- pursue a personal quest for meaning, purpose and value.
- formulate reasoned opinion/argument and handle controversial issues and truth claims.
- develop an understanding of and respect for different beliefs and lifestyles.

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'. (Agreed Syllabus quoting from the DFE circular 1/94 paragraph 32)

Planning and Delivery

The religious education curriculum is based on two key aspects of learning laid down in the locally agreed syllabus:

- learning about religion.
- learning from religion.



Teachers will use these strands when planning their lessons. As suggested in the aims of the subject, all pupils will learn about Christianity and other world faiths in a course in which Christianity will clearly predominate. In addition to Christianity, Judaism, Sikhism, Hinduism, Islam and non-religious beliefs will be explored across the school- see appendix 1 for long term plan.

A variety of resources, styles, and techniques will be used as appropriate, including the "Understanding Christianity" resource. Students will engage in activities which will also enable teachers to assess what they have learnt. Records kept will include information of pupils' experiences and judgements about their attainment and progress.

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 requested to provide written notification to this effect.



Downland Federation RE Long term plan.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Christianity					
	Incarnation Why do Christians perform Nativity plays at Christmas?	Incarnation Why do Christians perform Nativity plays at Christmas	Salvation Why do Christians put a cross in an Easter garden?	Salvation Why do Christians put a cross in an Easter garden?	Creation (God) Why is the word God so important to Christians?	Creation (God) Why is the word God so important to Christians?
Year 1	Christianity	Christianity	Judaism	Christianity	Judaism	Multi Faith unit.
	God What do Christians believe God is like?	Incarnation Why does Christmas matter to Christians?	What do different Jewish people believe about God?	Salvation Why does Easter matter to Christians?	How and why is Shabbat important to some Jewish people in Britain?	How do people know how to behave
Year 2	Christianity	Christianity	Judaism	Judaism	Christianity	Multi Faith unit
	Creation Who made the world?	Incarnation Why does Christmas matter to Christians?	What does Torah mean for Jewish people?	In what ways is the Synagogue important to Jewish people?	Gospel What is the good news that Jesus brings?	What are the best reasons for following a leader?
	Christianity	Christianity	Islam	Christianity	Islam	Multi Faith unit

Year 3	Creation and Fall What do Christians learn from the Creation story?	Gospel What kind of world did Jesus want?	What do Muslims believe about God and where did Islam start?	Salvation Why do Christians call the day Jesus died as 'Good Friday'?	What is the Qur'an and why do many Muslims try to learn it by heart?	Does it matter if a story is true or not?
	Christianity People of God What is it like to follow God?	Christianity Incarnation What is the Trinity?	Sikhism How do Sikhs understand who God is?	Sikhisms What role does worship play in the life of a Sikh?	Christianity Kingdom of God When Jesus left, what was the impact of the Pentecost?	Multi Faith unit How and why do people argue that some places can be spiritual?
Year 4	Christianity Creation Creation and science: conflicting or complementary?	Christianity People of God How can following God bring freedom and justice?	Multi Faith Unit What does it mean to live a good life?	Islam Why is it important to Muslims that Muhammad is known as the Seal of the prophets?	Islam How far does the mosque contribute to the Muslim concept of Ummah?	Christianity Salvation (Y5) What did Jesus do to save human beings?
	Christianity God What does it mean if God is holy and loving?	Christianity Incarnation Was Jesus the Messiah?	Multi Faith Unit Do we need a deity to be committed to creating a better world?	Hinduism What is the significance of Karma and Moksha for a Hindu?	Hinduism What might a Hindu gain from a pilgrimage to India?	Christianity Kingdom of God What kind of King was Jesus?
Year 5	Christianity Creation Creation and science: conflicting or complementary?	Christianity People of God How can following God bring freedom and justice?	Multi Faith Unit What does it mean to live a good life?	Islam Why is it important to Muslims that Muhammad is known as the Seal of the prophets?	Islam How far does the mosque contribute to the Muslim concept of Ummah?	Christianity Salvation (Y5) What did Jesus do to save human beings?
	Christianity God What does it mean if God is holy and loving?	Christianity Incarnation Was Jesus the Messiah?	Multi Faith Unit Do we need a deity to be committed to creating a better world?	Hinduism What is the significance of Karma and Moksha for a Hindu?	Hinduism What might a Hindu gain from a pilgrimage to India?	Christianity Kingdom of God What kind of King was Jesus?
Year 6	Christianity Creation Creation and science: conflicting or complementary?	Christianity People of God How can following God bring freedom and justice?	Multi Faith Unit What does it mean to live a good life?	Islam Why is it important to Muslims that Muhammad is known as the Seal of the prophets?	Islam How far does the mosque contribute to the Muslim concept of Ummah?	Christianity Salvation (Y5) What did Jesus do to save human beings?
	Christianity God What does it mean if God is holy and loving?	Christianity Incarnation Was Jesus the Messiah?	Multi Faith Unit Do we need a deity to be committed to creating a better world?	Hinduism What is the significance of Karma and Moksha for a Hindu?	Hinduism What might a Hindu gain from a pilgrimage to India?	Christianity Kingdom of God What kind of King was Jesus?

