



Rush Common School Professional Practice Document (“PPD”) for RE

1) Legal Requirements

The law requires that Religious Education should be taught in schools. It must be “in the main Christian whilst taking account of the reading and practices of the other principal religions represented in Great Britain.”

At Rush Common we follow the Oxfordshire Agreed Syllabus published in 2015. This is available in school and our schemes of work are based upon this document. There is a major emphasis on Christianity in both Key Stage 1 and Key Stage 2. In addition we cover Judaism in Key Stage 1 and 2, with the addition of Hinduism in Key Stage 2.

2) Aims

Rush Common aims to provide a broad and balanced R.E. curriculum which benefits all children irrespective of their backgrounds. Our intention is not to instruct children in a particular faith but to provide them with the opportunity to learn about a variety of religions in order that they may make their own informed decisions. Because they live in a multicultural, multi religious society, Religious Education is vital in order that children learn to value their own religious background and respect the beliefs of others.

3) The RE Curriculum

3.1) Religious Education is taught weekly. Where possible other curriculum areas are used to reinforce the teaching of RE. The Oxfordshire Agreed Syllabus lists the following key questions from which our plans are based.

	Key Stage 1	Key Stage 2
1.	What do people believe about God humanity and the natural world?	How do people’s beliefs about and attitudes towards God, the universe and humanity act as a guide through life?
2.	What makes some stories special in religion?	What do different sacred texts teach us about life and how do they influence people differently?
3:	How and why are celebrations important in religion?	In what different ways do people worship and what difference does this make in their lives?
4:	How and why do symbols express religious meaning?	What makes some occasions in life significant and how and why are these recognised and celebrated?
5:	What makes some teacher and leaders special for religious people?	How are religious and spiritual ideas expressed and why is literal language not adequate?
6:	What do we get out of belonging to different groups and how do we show that we belong?	What is it about key religious figures that makes them inspirational for religious believers?
7:	What makes me special?	How should people’s religious and other beliefs, values and attitudes influence their personal lives and is it possible to live up to this?

8.		How do religious families and communities practice their faith and how is this seen in local communities?
9.		How do religions and beliefs influence the way people respond to global issues such as human rights, social justice and the environment?

3.2) Not every aspect of the three religions can be covered in Primary School. We select each area to be studied carefully and have a scheme of work to ensure continuity and progression through the key stages.

3.3) RE is taught in the Foundation Stage as part of the cross-curricular, EYFS curriculum and includes specific planned activities (for example on festivals, special places) as well as unplanned opportunities for developing children's knowledge and understanding of religious beliefs through circle time, pupil initiated learning and daily routines.

4) Methods of Teaching R.E

Activities and resources which facilitate learning include discussion, questioning, artefacts, stories, visits, visitors, drama and use of ICT.

5) Recording and Reporting R.E.

5.1) Like any other area of the curriculum, we assess how the children are developing in relation to the two Attainment Targets in RE which are:

- Attainment Target 1- Learning about Religion:
beliefs and teachings
practices and lifestyles
expression and language
- Attainment Target 2- Learning From Religion:
identity and experience
meaning and purpose
values and commitments

5.2) By the end of Key Stage 1, we would expect children to be able

- To know that there are special occasions, artefacts and places associated with religion and say what they are for
- To be able to talk about the importance of religious activities for some people.
- To know that there are many puzzling questions about life and to share some possible explanations as a result of personal reflection.

5.3) By the end of Key Stage 2, we would expect the children to be able

- To describe the main characteristics of religious practices and to give an outline description of the main beliefs.
- To be able to give examples of codes of conduct and lifestyle which result from holding a religious belief and relate these to their own views

5.4) Teachers record their assessments on an internal computer based system, against the statements provided by the Oxfordshire Agreed Syllabus.

6) The Parental Right of Withdrawal

Parents have the right to withdraw their children from Religious Education if they wish. This must be discussed with the Head Teacher.

7) Rights of Teachers

All teachers have the right to withdraw from teaching R.E. but it is the responsibility of the headteacher to ensure that each child receives his/her legal entitlement to RE.

8) Review of this PPD

The Leadership Team reviews the PPD every 3 years. It may however review the PPD earlier, if required.

Approved by the Leadership Team meeting on 5th October 2015

Signed.....

Headteacher

Review Date: October 2018