

Our vision and rationale

It is our aim that children should leave Oakley CE Junior School with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain and beyond. This will be achieved through enquiry and exploration so as to promote their personal, spiritual, moral, social and cultural development.

This is modelled through our Christian values of **courage**: to become aware of their own beliefs and values, **respect**: to develop a positive attitude towards other people who hold religious beliefs different from their own, and **grace**: to understand that beliefs influence people in their behaviour, practices and outlook.

We recognise that to be accomplished in RE, children need to have a range of opportunities while they are with us at Oakley CE Junior School and this goes beyond the curriculum taught in class lessons. All the children are given the opportunity to: take part in engaging RE lessons, attend daily Collective Worship, be immersed in our termly Prayer Spaces and have the opportunity to pause and reflect on spirituality and religion and what this means to them.

Our RE planning, which is taught as a block, follows a clear learning journey which builds on previous skills and knowledge as well as teaching new skills and knowledge. This gives children the chance to embed previous learning opportunities. Children are excited by RE and the opportunities they have at Oakley CE Junior school.

Purpose of study - Living Difference IV:

taken from the Living Difference IV framework

- Seeks to introduce children to what a religious way of looking at and existing in the world may offer in leading one's life, individually and collectively
- It recognises and acknowledges that the question as to what it means to lead one's life with such orientation can be answered in a number of qualitatively different ways. These include the idea that to live a religious life means to subscribe to certain propositional beliefs (religion as truth); the idea that to live a religious life means to adhere to certain practices (religion as practice); and the idea that to live a religious life is characterised by a particular way of being in and with the world, with a particular kind of awareness of, and faith in, the world and in other human beings (religion as existence).
- Religious education intends to play an educational part in the lives of children and young people as they come to speak, think and act in the world.
- This entails teachers bringing children and young people first to attend to their own experience and that of others, to engage intellectually with material that is new and to discern with others what is valuable with regard to living a religious life or one informed by a non-religious or other perspective.

The locally agreed syllabus (Living Difference IV) has the following aims:

- Children are required to engage with and study further aspects of what it means to live life in the Christian traditions as well as studies of two additional religious traditions; one across Year 3 and 4 and another across Year 5 and 6. An additional Dharmic tradition must be studied in addition to the Aramaic traditions.

Inclusion

As teachers and educators, we need to be flexible. As a school, we believe in 'Great expectations for all' and this is fostered in our approach.

Some pupils might need the following adaptations:

- words highlighted and given to them on their desk so they can refer to new vocabulary
- word mats available for children throughout the unit of work
- including picture clues to help understanding and allow for visual clues
- continue to develop set skills before moving them on to the next step
- assessment for learning opportunities and making reference to previous years learning when a child is working below age related expectations.
- use a range of stimuli to support a range of learners and needs: Visual- learners respond to images and graphics. Auditory- learners prefer verbal presentations. Kinesthetic- learners prefer a physical, hands-on approach.
- small group work supported by an adult to develop the children's thinking and understanding further
- make tasks accessible by adapting the resources

- allow children time to explore and process to build their confidence and understanding before committing their understanding to paper
 - allowing the children the chance to record their understanding and ideas in a range of ways e.g. adults scribing for them, using ICT to record ideas, talking tins, recording their responses using the i-pad
 - sentence starters to support children to record their work
 - tasks broken down into manageable chunks of learning
 - teacher recording skills and processes in the classroom so children can make reference to them
- All lessons will have scaffolded opportunities throughout, the class teacher to ask SENDCo for further guidance if/when needed**