


# Reach for the Stars


## RE Intent:

At Oakridge Primary School, we believe our Religious Education Curriculum enables pupils to build their sense of identity and belonging, helping them to flourish within their community as children in an ever changing, diverse society. Through a broad and creative curriculum our children experience a variety of world religions and beliefs encouraging empathy, generosity and compassion.



## RE Curriculum Drivers:

Key Driver	Promoting	Rationale and Evidence
Developing lifelong learners	<p><b>Metacognition through the canopy of The Oakridge Way</b></p> 	<ul style="list-style-type: none"> <li>• <b>Resilient:</b> RE equips children with awareness and understanding of other cultures and faiths. Throughout learning we promote the fundamental British values which helps build children’s resilience and confidence in the choices they make.</li> <li>• <b>Reflective:</b> Through class discussion and debate, they have opportunity to reflect upon their own and others’ ideas and opinions.</li> <li>• <b>Resourceful:</b> Children always have access to RE literature in the school which they are able to read at any time of the year. Our enrichment experiences give children many first-hand experiences which are designed to be thought-provoking, inspiring and challenging.</li> <li>• <b>Reciprocal:</b> When working in small groups or pairs, children share knowledge and ideas.</li> </ul>
	<p><b>Unique discipline in each subject</b></p>	<ul style="list-style-type: none"> <li>• Children explore the important role that religious and non-religious worldviews play in all human life.</li> <li>• They learn about different religions which can help to support finding purpose within their own lives.</li> <li>• They explore different religions and find meaning in things that they may not have found meaning in before.</li> <li>• Children are encouraged to imagine, create, enquire, debate and discuss.</li> </ul>

	<b>Secure fundamental basic skills in Reading Writing and Maths</b>	<ul style="list-style-type: none"> <li>• Reading is an essential part of success in RE. Religious teachings are rooted in texts and being able to read, understand and analyse a story is a key focus of our curriculum and RE teaching.</li> <li>• Reading in RE helps us learn about religious teachings, stories and cultures.</li> <li>• Reading is developed through storytelling, guided reading, paired reading and independent reading</li> <li>• There are planned opportunities to utilise writing skills within RE.</li> </ul>
<b>Key Driver</b>	<b>Promoting</b>	<b>Rationale and Evidence</b>
<b>Enrichment</b>	<b>Education visits, visitors, theme days, after school clubs, paired year group work</b>	<ul style="list-style-type: none"> <li>• Enrichment brings RE to life and appropriate enrichment is added to units to maximise children’s learning.</li> <li>• Each term, Oakridge is visited at least two times by our local church link who delivers school assemblies using drama to tell stories from the Bible.</li> <li>• Reception, Year 1 and Year 2 visit Berkswich Methodist Church to celebrate and learn about Christingle.</li> <li>• Y3-Y6 visit Berkswich Methodist Church to experience a Christian Stable Trail.</li> <li>• Reception wedding at Berkswich Methodist Church</li> <li>• Y6 support community links through the local Luncheon Club with singing at Christmas.</li> <li>• Reception-Y6 experience an Easter Trail with Berkswich Methodist Church.</li> <li>• Each year we celebrate a faith day within school.</li> </ul>
<b>Key Driver</b>	<b>Promoting</b>	<b>Rationale and Evidence</b>
<b>Making a positive contribution</b>	<b>The roots of ‘The Oakridge Way’</b> 	<ul style="list-style-type: none"> <li>• Children have opportunity to display each ‘root’ throughout their RE learning with ‘respect’ underpinning all discussion and learning.</li> <li>• Learning about, and celebrating the range of faiths which children have in school, allows all children to develop understanding of different cultures and beliefs and promotes mutual respect and tolerance.</li> </ul>
	<b>British Values</b>	<b>Respect and Tolerance</b> <ul style="list-style-type: none"> <li>• In the RE curriculum attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews, and will be challenged to respect other persons who see the world differently to</li> </ul>

		<p>themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs, and are challenged to be broad-minded and open-hearted.</p> <ul style="list-style-type: none"> <li>• Tolerance is explored through RE in that it is each person’s right to ‘be themselves’ and be accepted by all. Tolerance may not be enough: RE can challenge children and young people to be increasingly respectful and to celebrate diversity, but tolerance is a starting point.</li> </ul> <p><b>Individual Liberty</b></p> <ul style="list-style-type: none"> <li>• The RE Curriculum emphasizes the importance of personal expression and beliefs. Children can learn about different religious beliefs and practices and how they relate to personal expression and identity. Teachers can encourage children to explore their own beliefs and values and to appreciate the diversity of religious expression.</li> </ul> <p><b>Rule of Law</b></p> <ul style="list-style-type: none"> <li>• Through RE. pupils examine different examples of codes for human life, including commandments, rules or beliefs offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all, irrespective – for example – of a person’s status or wealth.</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• In RE, pupils learn the significance of each person’s ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.</li> </ul>
	<p><b>Healthy Relationships</b></p>	<ul style="list-style-type: none"> <li>• Our curriculum helps to deliver and promote healthy relationships in a way that is faith sensitive and inclusive, and that considers the religious background of the children. The curriculum covers topics such as trust, respect, honesty, kindness, generosity, and boundaries. We also highlight how diverse we all are and that healthy relationships are ones where we feel we are able to make our own choices, believe in our personal beliefs and respect each other for these decisions</li> </ul>
<p><b>Key Driver</b></p>	<p><b>Promoting</b></p>	<p><b>Rationale and Evidence</b></p>
<p><b>Developing character</b></p>	<p><b>Resilience</b></p>	<ul style="list-style-type: none"> <li>• Children develop resilience through the understanding of different faiths, routines and beliefs.</li> <li>• Children encouraged through retrieval practise that it is ok to not be able to retrieve all the information and to build on it each week.</li> </ul>

		<ul style="list-style-type: none"> <li>• Children are reminded when completing outcomes that making mistakes is normal and a learning opportunity.</li> </ul>
	<b>Independence</b>	<ul style="list-style-type: none"> <li>• Children are encouraged and supported in knowing that they are independent, have independent beliefs and make independent choices.</li> <li>• Some learning involves elements of choice and decision making.</li> <li>• Children choose to read their topic books in their classroom.</li> </ul>
	<b>A celebration of effort and hard work</b>	<ul style="list-style-type: none"> <li>• We celebrate when children display our values during their learning and in their outcomes.</li> <li>• Marking in books reflects not only the outcomes but also the effort put into achieving the results.</li> <li>• Headteacher and Deputy Headteacher stickers are used to celebrate children who have demonstrated 'The Oakridge Way'.</li> </ul>