



RE Policy

Inspire - Impact - Independence

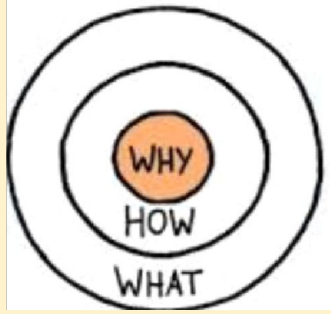
OAKWOOD ACADEMY MISSION STATEMENT

"Promoting learning excellence - Inclusion beyond the barriers".

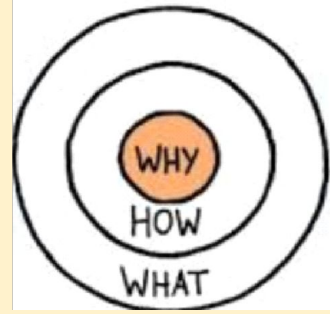
Moral Purpose

"We are united in the belief that together we can inspire all learners to dream, persevere and achieve so that we can change lives for the better, now and for future generations to come"

Policy developed by:	K Thompson (Head of RE)
Policy to be reviewed:	September 2026
Summary of changes	<ul style="list-style-type: none">• Changes to the curriculum content and coverage• New vision for RE• KS4 ASDAN Beliefs and Values information



Aims of Teaching and Learning at Oakwood;



Inspire - Impact - Independence

The aim of Teaching and Learning at Oakwood is to provide high quality education which **inspires**, has a positive **impact** on all young people and results in fostering **independence**, preparing them for the future.

Policy Development (How)

This policy has been developed through:

- Review of Ofsted Research review series: Religious Education (2021)
- Advice from specific subject associations (REA 2023)
- Support from an external RE Specialist Leader of Education (SLE)
- Curriculum guidance from Kapow RE

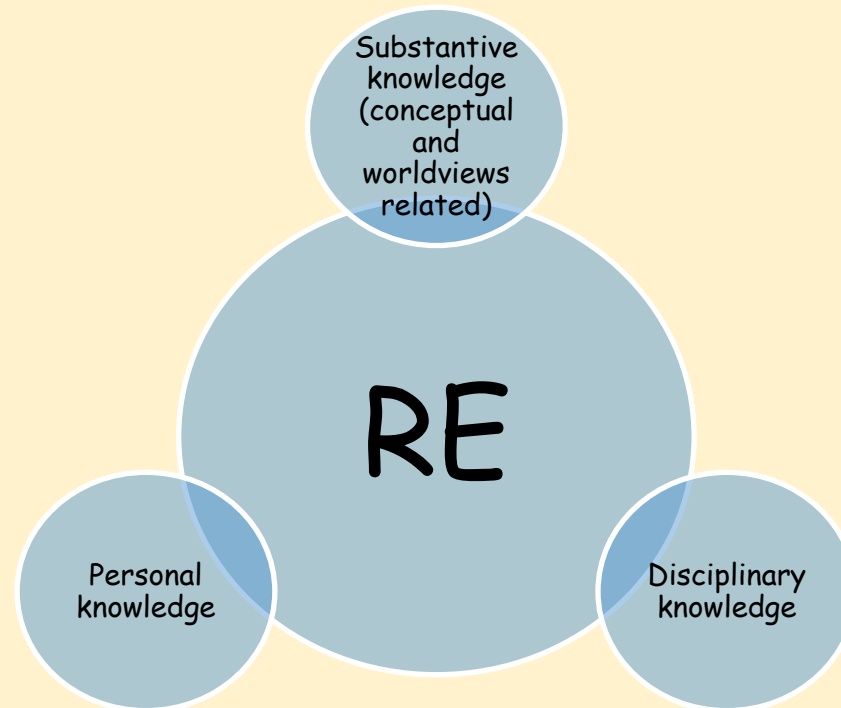
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Subject information

Aims of this policy

- To introduce the **vision** of the RE department.
- To provide a **rationale** for the curriculum intent, design and coverage.
- To explain the effective Teaching and Learning **strategies** involved in RE



Our vision for RE



Religious Education at Oakwood aims to cultivate curiosity and expand **understanding of the diverse beliefs, practices, and values that shape individuals and communities.**

Religious Education aims to inspire a lifelong **empathy, respect, and tolerance** by nurturing students' understanding of different worldviews, Religious Education enhances their Cultural Capital, preparing students for meaningful engagement with an increasingly diverse and interconnected global society.

RE at Oakwood

Introduction:

At Oakwood, we believe that Religious Education (RE) is an essential part of the curriculum, encompassing the exploration of diverse religious and philosophical beliefs, values, and practices.

It provides students with insights into the rich tapestry of religious traditions and their profound influence on society.

By engaging with RE, students develop a deep appreciation for the values, traditions, and experiences of diverse cultures and belief systems. This fosters empathy, respect, and tolerance, enabling them to navigate an increasingly interconnected and diverse world.

The intriguing, thought-provoking, and challenging aspects of religious and philosophical studies in RE ignite students' enthusiasm and curiosity. These transferable skills permeate other areas of learning, enhancing their overall educational experience.

At Oakwood, we focus on nurturing the skills necessary for students to actively engage with social, moral, political, and ethical issues in the contemporary world. Through RE, students develop a critical awareness of historical and present-day perspectives, analyzing how religion shapes societies and influences individuals.

Professional Links:

The RE department at Oakwood benefits from professional links that enhance curriculum delivery. These include collaborations with subject associations such as The Religious Education Council and partnerships with organizations like Place 2 Be, which support the holistic development of students. We have referenced the approved Salford SACRE guidance in developing this curriculum.

Key Stage 2

<u>Year group</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Kapow Primary Scheme - www.kapowprimary.com					
<u>Willows Cycle 1</u>	How did the world begin? (Year 1 SOW)	Why should we care for the world? (Year 1 SOW)	What makes us human? (Year 3 SOW)	Where do our morals come from? (Year 3 SOW)		
	<i>Christian, Jewish, Hindu</i>	<i>Jewish, Muslim, Hindu, Jain, Humanist</i>	<i>Hindu, Christian, Buddhist, Humanist</i>	<i>Christian/Jewish, Buddhist, Muslim, Hindu, Humanist</i>		
<u>Willows Cycle 2</u>	Why do we need to give thanks? (Year 2 SOW)	How do some people talk to god? (Year 2 SOW)	Where do some people talk to god? (Year 2 SOW)	What happens if we do wrong? (Year 3 SOW)		
	<i>Hindu, Christian, Humanist</i>	<i>Muslim, Jewish, Hindu</i>	<i>Hindu, Alevi, Muslim, Sikh</i>	<i>Hindu, Muslim, Humanist, Christian</i>		



Abrahamic religions
 Dharmic religions
 Ethics

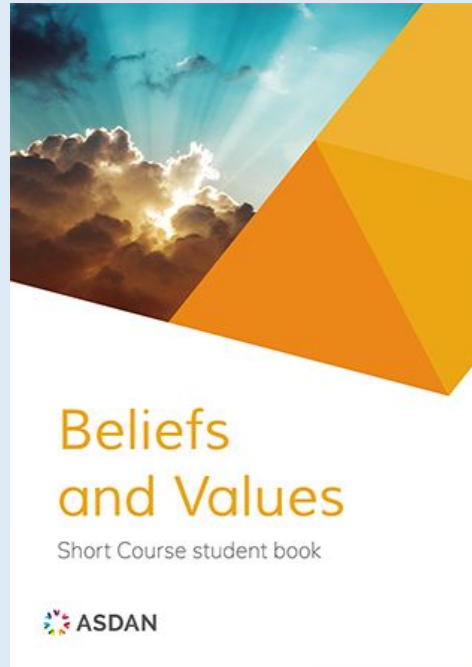
<u>Year Group</u>	<u>Key Stage 3</u>					
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Year 7</u>	What does it mean to be a Christian?		What does it mean to be a Hindu?		What does it mean to be Muslim?	
<u>Year 8</u>	What does it mean to be Buddhist?		What does it mean to be Jewish?		What does it mean to be Sikh?	
<u>Year 9</u>	Religion beyond belief - Art		Religion beyond belief - Charity		Religion beyond belief - Environment	



ASDAN Beliefs and Values Short Course

What is it?

The short course helps learners aged 13+ to develop the personal and social skills they need to play their role in our modern multicultural society. The short course is a great, flexible and accessible alternative to Religious Education at GCSE.



Skills and Knowledge:

- Respect different beliefs and values, and how they contribute to a multicultural society.
- Gain an awareness of the impact that humans have on the environment and how to protect our planet.
- Become a responsible citizen and understand that laws are needed for a fair and just society.
- Appreciate the value of peace in society and understand the impact of conflict.
- Understand how different religions express their beliefs through worship and actions.
- Explore the concept of inspiration from religious and non-religious perspectives.



Curriculum Design

Organisation

There is a curriculum map across the whole of KS2 and 3. Each week students have one lesson of RE per week. At KS4 pupils complete the ASDAN Beliefs and Values Short Course.

A more specific, focused enquiry question frames the learning across each unit. Both the 'big questions' and the focused enquiry question will allow children to explore the content they are studying, make comparisons and links within and across religions and worldviews, and explore their personal views.

Lessons are designed to be varied, engaging and hands-on, allowing children to learn and record their thoughts, answers and ideas in various ways. In each lesson, children will participate in activities involving disciplinary and substantive concepts, developing their knowledge and understanding of diverse religions and worldviews.

At the end of each sequence of learning there are opportunities to review and reinforce the skills and learning gained.

Coherence

Through the scheme, pupils will secure a deep understanding of concepts in order to be able to make connections, ask and respond to challenging questions, learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views.

Pupils will build their conceptual knowledge through studying religions and worldviews locally, nationally and globally in our progressive curriculum, enabling them to make links and connections between worldviews, develop disciplinary skills and build on their understanding of their positionality in relation to their learning. By revisiting key 'big questions' and building on prior knowledge, pupils will learn about how religion and worldviews are lived experiences across the world, consider the impact of worldviews on society and have opportunities to consider their personal worldviews.

The schemes of work enables pupils to meet the government guidance, which states that RE must reflect that 'the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Our scheme has been designed to fulfill the aims of A Curriculum framework for Religious Education in England

Progression

The RE scheme follows the spiral curriculum model, where units and lessons are carefully sequenced so that previous conceptual knowledge is returned to and built upon. Children progress by developing and deepening their knowledge and understanding of substantive and disciplinary concepts by experiencing them in a range of contexts.

Progress in RE

Students get better at RE by progressing against the following outcomes:

- Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance.
- Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally.
- Understand some of the ways religions and worldviews are studied (disciplinary knowledge).
- Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions (personal knowledge).
- Build secure vocabulary which allows them to talk confidently and fluently about their learning.
- Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.
- Talk about the similarities and differences between their own and others beliefs with respect and open mindedness.
- Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.
- Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place.

RE Progression Model

As a SEND school the starting points for our students is varied even within classes. As such we cannot define simply, the educational outcomes of all our students by cohort. This has to be very individualised based on their starting points.

The intent for the RE curriculum is laid out above. The progression model documents detail the steps of progress that we want our children to achieve over a key stage.



*Accessibility and
inclusivity*

We are committed to ensuring that all students have equal access to high-quality religious education, regardless of their disabilities or special education needs. We recognize the importance of creating an inclusive environment where every student can actively participate, engage, and succeed in RE. This section of our religious policy outlines our approach to inclusivity and the provision of adapted religious equipment to support students with disabilities or special education needs.

1. Inclusive Teaching Strategies:

- The Oakwood T&L principles are based upon inclusive teaching strategies to meet the diverse learning needs of students.
- Modifications to instructional methods, assessments, and assignments will be made to accommodate individual students, ensuring that they can actively engage and demonstrate their understanding of scientific concepts.

2. Adapted RE Equipment:

- Oakwood is equipped with a range of adapted religious equipment to facilitate the participation and learning of students with disabilities or special education needs.
- Assistive technologies, such as screen readers, and alternative input devices, will be provided to students with fine and gross motor difficulties
- For students with mobility impairments adjustable-height tables are available.
- Tactile models, enlarged diagrams, and other sensory aids will be used to enhance the learning experience for students with visual impairments.
- Additional supports, such as magnifiers, colored overlays, or specialized seating, will be provided based on individual student needs.

3. Accessibility of Facilities:

- Classrooms and laboratories will be designed and organized to provide easy accessibility for students with disabilities or special education needs.
- Clear pathways, wheelchair ramps, and appropriate signage will be in place to ensure students can navigate the religious facilities independently.
- Consideration will be given to the placement of equipment, ensuring that it is accessible and adjustable to accommodate students with varying physical abilities.

Our Oakwood pedagogical approach

We have developed a pedagogical approach based on a contextual analysis of our students and their needs.

We have used a large research base to inform our selection of approaches to teaching and learning, that we best feel will make the content accessible for our students.

We have divided these strategies into main sub categories:




Foundations



Lesson structure



Foundations

Classroom environment		Setting up a classroom that is welcoming, safe and nurturing. Welcoming students and allowing them entry in a calm and orderly fashion. Having a tidy, well organised space free of unnecessary distractions. Consistent routines that establish an effective classroom environment
Knowing students and developing relationships		Developing relationships with students cannot be underestimated. Get to know them well, their needs, strengths and weaknesses and personal circumstances. Familiarise yourself with the EHCP of students in your class to increase pupils motivation.
High expectations		'The higher the expectations of teachers, the better students perform' - (Rosenthal & Jacobson). Know students starting points and gaps in knowledge very well. Have the belief that all students can succeed and communicate this belief to the students.

How the Oakwood teaching and learning foundations are used to improve pupils learning in RE

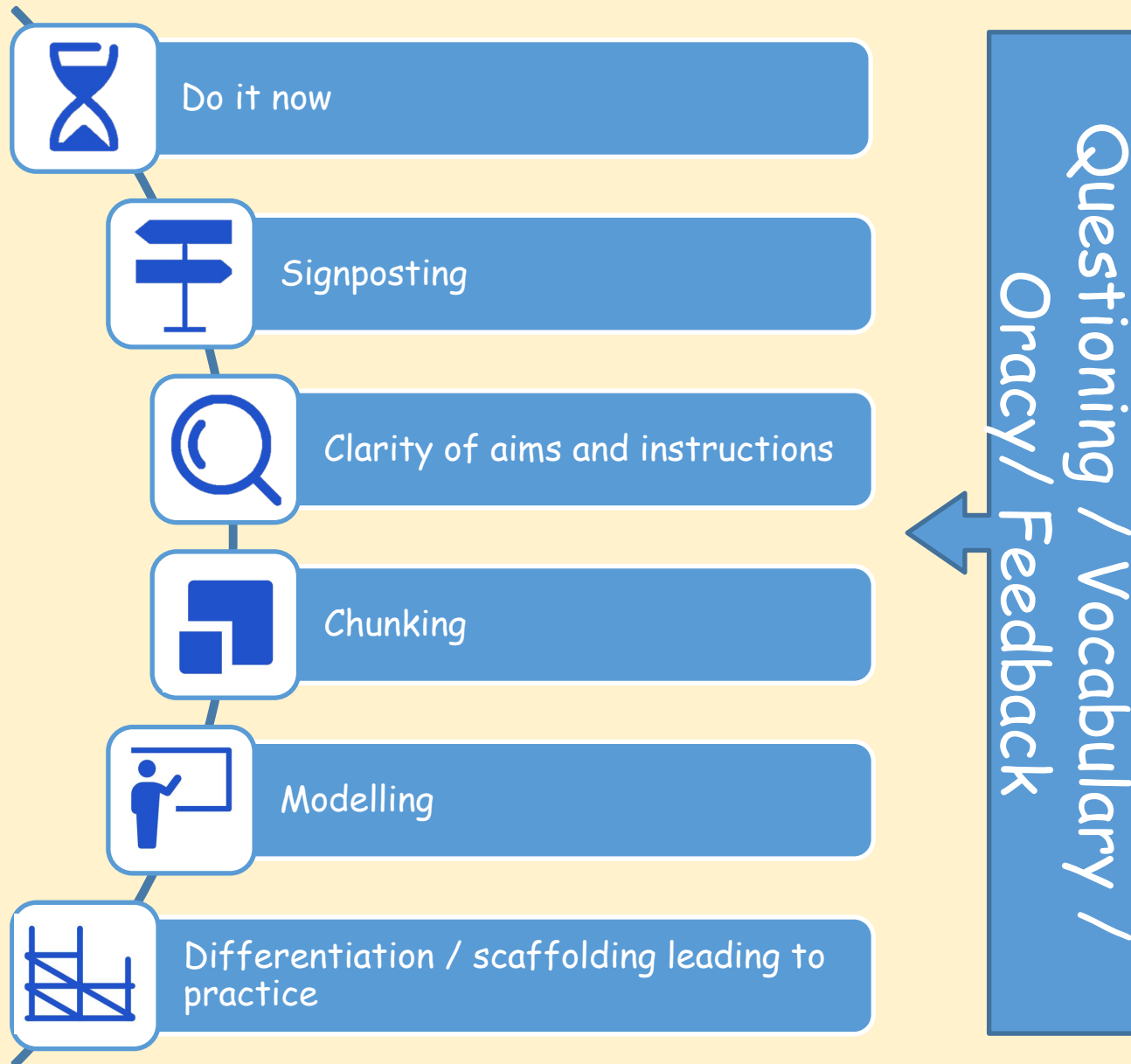
Classroom environment

- Pupils need to feel safe in the classroom environment to appreciate diverse viewpoints and engage in meaningful discussions with others

Knowing students

- It is important for teachers to understand pupils needs and religious backgrounds so that classroom delivery is sensitive and tailored to individuals

Lesson structure



How the Oakwood teaching and learning strategies are used to improve pupils learning in RE

- Do It Now**
 - Memory review activities are strategically planned to recall key knowledge and address misconceptions
 - This helps pupils by building up knowledge to make it increasing secure.
- Signposting**
 - Signposting cues students in to what they can expect from each stage of their lesson.
 - If provides them with structure and clarity.
- Chunking**
 - Teachers use chunking to break down information and tasks into smaller manageable chunks or sections. This is important considering the low working memory demands of learners.
- Modelling**
 - Teachers provide worked examples for pupils to build up knowledge and make it increasing secure.
 - Teachers model the key steps of particular periods, events and people in the past and develop a rich understanding of these places and times.
- Scaffolding**
 - Involves using a range of strategies to provide temporary support for pupils
 - Sentence starters
 - Key word mats

Subject enhancements

At Oakwood, we believe in providing a comprehensive RE education that goes beyond the classroom. We recognize the value of subject enhancements, such as trips, in-school visits, projects, theme days, and the inclusion of famous figures from RE throughout the curriculum. These enhancements aim to deepen students' understanding of RE concepts, foster a love for the subject, and develop crucial real-world skills. By incorporating these activities, we create a holistic learning experience and promote cultural capital among our students.

Trips: Trips offer students the opportunity to apply RE concepts in real-life situations. The following table highlights the trips organised by year group and their focus:

Year	Trip	Focus
Year 7	St Pauls Church Monton	See a church building and the parts of a church students have learned about in real life.
Year 8	Heaton Park Synagogue	See a synagogue building and the parts of a church students have learned about in real life.

In-School Visits/Activities: In-school visits bring experts and external organizations to our students, providing hands-on experiences and learning from real experts. The following table showcases the in-school visits and their focus:

Year	Visits	Focus
Year 9	Holi colour festival experience	Holistic learning experience and fundraiser engaging in social, moral and ethical principles

Subject enhancements

Projects and Theme Days: Projects and theme days allow students to delve deeper into specific RE topics and engage in interactive and collaborative activities. The following table highlights the projects and theme days conducted throughout the year:

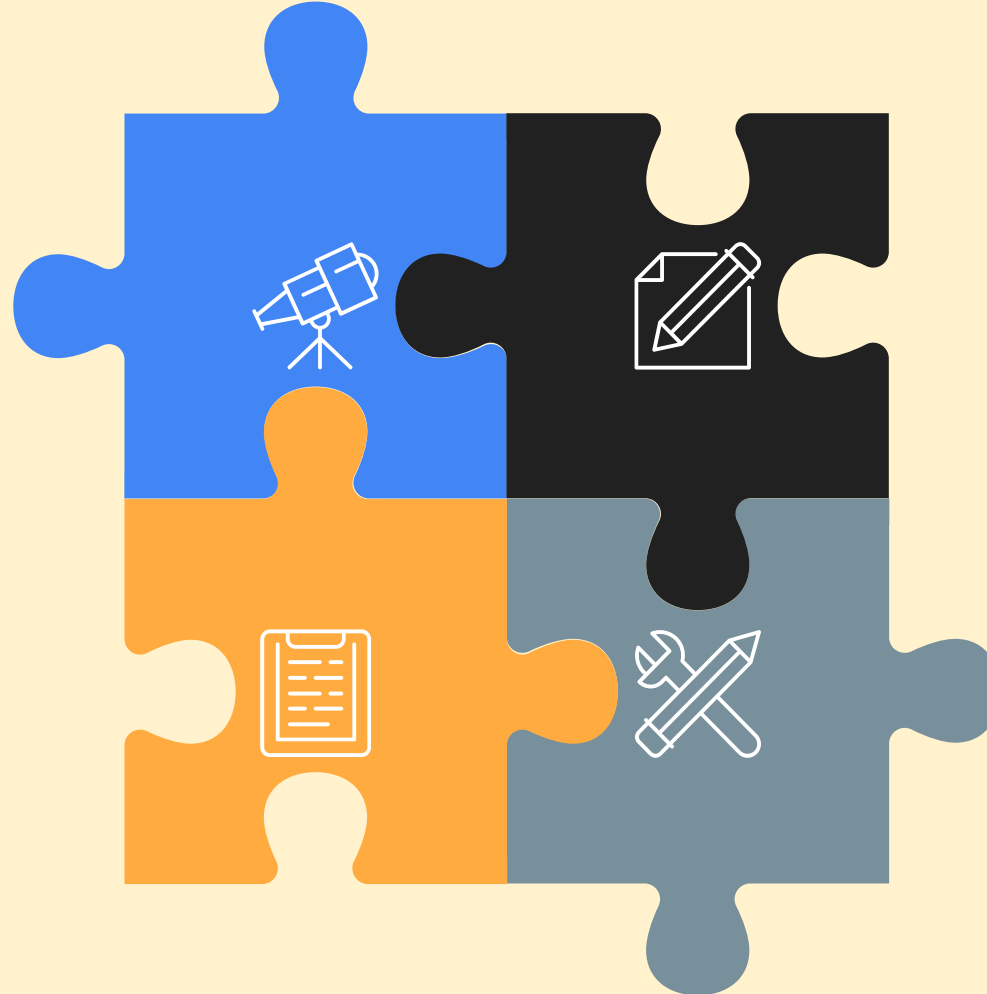
Year	Theme Day / Project	Focus
Whole school	World Day of Peace Assembly (January)	Themed assemblies, leading to opportunities for discussion and reflection.
Whole school	International Day of Happiness Assembly (March)	Themed assemblies, leading to opportunities for discussion and reflection.
Whole school	The Festival of Lent Assembly (February)	Themed assemblies, leading to opportunities for discussion and reflection.
Whole school	St David's Day / St George's Day / St Andrew's Day / St Patricks Day Assemblies (various times)	Themed assemblies, leading to opportunities for discussion and reflection.
Whole school	Ramadan and Eid Assembly (March)	Themed assemblies, leading to opportunities for discussion and reflection.

Subject enhancements

Additionally, on Inclusivity Day (March 23rd), students study a famous figure who has overcome challenges to achieve success. This activity aims to inspire students by reflecting their own experiences and the experiences of others in the curriculum.

Year	Religious figures	Information
Willows Cycle 1	Mother Teresa	Known for her selfless devotion to the poor and marginalized, Mother Teresa founded the Missionaries of Charity and received the Nobel Peace Prize for her humanitarian work.
Willows Cycle 2	Dalai Lama	The spiritual leader of Tibetan Buddhism, the Dalai Lama is known for his teachings on compassion, interfaith dialogue, and his advocacy for human rights.
Year 7	Nelson Mandela	A prominent anti-apartheid revolutionary and politician, Mandela became the first President of South Africa after being released from 27 years of imprisonment.
Year 8	Martin Luther King Jr.	A prominent figure in the American Civil Rights Movement, King advocated for equality and justice for African Americans through nonviolent civil disobedience.
Year 9	Mahatma Gandhi	A leader in the Indian independence movement against British colonial rule, Gandhi promoted nonviolent resistance as a means of social and political change.

Links to wider learning



English

- Exploring subject specific vocabulary
- Using a stimulus to write about
- Writing to describe
- Listen to stories, viewpoints and ideas of others.
- Debating viewpoints

Art/Music

- Learning about cultural practices relating to expressive arts (symbolism, sculpture, artwork).
- Learning about how religion inspires musical pieces

Humanities

- Creating and placing religious events on timelines
- Learning about important historical religious events and significant people
- Learn about world religions, identify which religions are practiced in which countries

Personal Development

- British values
- Living in the Wider World - multicultural societies, looking after the environment
 - Attitudes and concern for others, community spirit.
- Recognising own uniqueness as a human and how everybody is different
- Citizenship - Investigating the role of religion in shaping societal values.

Science

- Understand the interdependence between people and the environment and the ways in which humans are dependent on the natural world.
 - Caring for and improving the environment
- Reflect on how people's actions affect plants, birds and animals

RE curriculum - SMSC overview

Oakwood ensures pupils' SMSC development through both implicit teaching and through other aspects of school life.

Social

Investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the fundamental values of British democracy.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views and have an appreciation of British Values.

Spiritual

Explore beliefs; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity

Explicit RE curriculum opportunities



See RE curriculum - SMSC overview



See RE curriculum - SMSC overview



See RE curriculum - SMSC overview



See RE curriculum - SMSC overview

World Day of Peace assembly (Jan)



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection

International Day of Happiness (March)



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection

The Festival of Lent assembly (Feb)



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection

St David's / St George / St Patrick's Day / St Andrew's Day Assembly (various times)



Themed assemblies, leading to opportunities for discussion and reflection.



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection



Themed assemblies, leading to opportunities for discussion and reflection

Ramadan and Eid Assembly (march)



Homework opportunities available to all pupils



Homework opportunities available to all pupils



Homework opportunities available to all pupils



Homework opportunities available to all pupils

Year 7 RE SMSC Links: Through these values, RE not only enriches students' understanding of religion but also supports their overall development as thoughtful, ethical and culturally aware individuals.

Social

In year 7, pupils study Christianity, Hinduism and Islam.

Pupils are given the opportunity to develop positive relationships with others through group work and structured discussions. Pupils are encouraged develop effective communication and team work skills, learning to manage disagreements whilst learning about and gaining an understanding of different cultures and beliefs.

Moral

In year 7, pupils study Christianity, Hinduism and Islam.

Pupils explore recognising right from wrong, understanding the consequences of actions and therefore developing a sense of fairness. This allows pupils to reflect, make ethical judgements and develop a sense of empathy when discussing religions, ways of life and beliefs.

Spiritual

In year 7, pupils study Christianity, Hinduism and Islam.

Pupils are encouraged to reflect on the world around us in each RE lesson. Pupils explore beliefs, values and meaning through studying Christianity, Hinduism and Islam. Pupils learn what 'spirituality' is and begin to consider their own spirituality in comparison to others and how this impacts day to day life.

Cultural

In year 7, pupils study Christianity, Hinduism and Islam.

Through learning about different cultures, religions, traditions and celebrations, pupils understand the importance of diversity and celebrate the importance of diversity within our society/local community. Pupils begin to explore their own sense of belonging and how culture impacts day to day life. **Pupils visit a church to explore this.**

Year 8 RE SMSC Links: Through these values, RE not only enriches students' understanding of religion but also supports their overall development as thoughtful, ethical and culturally aware individuals.

Social

In year 8, pupils study Buddhism, Judaism and Sikhism.

Pupils are encouraged to work collaboratively with others, through group work, discussions, debates and presentations. Through this, pupils develop healthy relationships and social skills. Pupils are challenged to extend their thinking in Year 8 and look at world issues relating to the religion being studied such as human rights.

Spiritual

In year 8, pupils study Buddhism, Judaism and Sikhism.

Pupils explore their own personal beliefs and values and reflect on how their lives may be different to others. In Year 8, pupils begin reflecting on the big questions of life, exploring meaning and purpose. Pupils explore the concept of spirituality in different religions and reflect on the importance of spirituality across the world.

Moral

In year 8, pupils study Buddhism, Judaism and Sikhism.

Pupils begin to develop a strong sense of their own moral compass through ethical and moral scenarios. Pupils are encouraged to understand how our own actions can impact others, they are then able to relate this to moral issues relating to religion, culture and beliefs. This allows pupils to begin to understand stereotypes and discrimination. Pupils have a visit for an Islam workshop.

Cultural

In year 8, pupils study Buddhism, Judaism and Sikhism.

Pupils are explicitly taught about cultural diversity and the impact culture has on one's life, from daily practices to big celebrations. Pupils are encouraged to appreciate cultural heritage and traditions, comparing the traditions of others to our own. Pupils are challenged to explore how cultural identity shapes who we are and how we live. Pupils visit a Synagogue to explore this.

Year 9 RE SMSC Links: Through these values, RE not only enriches students' understanding of religion but also supports their overall development as thoughtful, ethical and culturally aware individuals.

Social

Pupils engage in a range of group activities such as collaborative posters and presentations.

Through our "Religion Beyond Belief" topics, pupils are encouraged to debate about a range of world issues in a safe and structured way.

Moral

Pupils discuss right and wrong through "Religion Beyond Belief" topics allowing pupils to explore moral issues.

In our "Religion Beyond Belief - Environment" and "Religion Beyond Belief - Charity" topics, pupils explore their responsibility to the world and future generations.

Spiritual

Pupils reflect on their own beliefs and values through classroom discussions.

In year 9 pupils study "Religion Beyond Belief" topics allowing pupils to reflect on their own experiences.

Cultural

Through our carefully selected "Religion Beyond Belief" topics in Year 9, pupils are able to recognise and value the things we share in common across cultural and religious communities.

Through exploring religion in relation to art, music, sports and culture.

Pupils have a visit from the Holi colour festival experience.

KS4 (Year 10 & 11) RE SMSC SOW Links.

As part of our KS4 curriculum, pupils complete a range of 'challenges' through the ASDAN short course: Beliefs and Values.

Social

In year 11, pupils take part in a "inspiration" module. Throughout this module pupils develop an understanding of inspiration and learn about different sources of inspiration such as music, art, nature and people. Pupils are given the opportunity to work collaboratively, take part in debates, present work to their peers with Q&A opportunities, conduct surveys and interviews, curate exhibitions as well as create and deliver performances.

Spiritual

In year 10, pupils take part in an in depth study of Salford Cathedral. Pupils find out about the history of the building, important features, music, workshop and how the building is specifically Christian. Pupils conduct interviews with people who workshop there and consider how the building benefits the whole community. This challenge allows pupils to reflect on their own spirituality and the spirituality of others in our community. It also encourages a sense of curiosity and gives pupils a 'real' experience of Christianity, the beliefs of Christians and traditions. The challenge allows pupils to see sacred texts therefore contributing to the deepening of their understanding.

Moral

In year 10, pupils take part in a challenge around moral decisions and consequences. Pupils explore a range of moral problems, some more straightforward than others. Pupils have to reason about what moral decision they would make, giving reasons for their answers. Pupils also complete a challenge allowing them to understand that people have religious and non-religious beliefs and that these views affect moral decisions. Pupils conduct surveys, research and interviews to gain better understanding. Pupils also conduct an investigation in to what Christians, Hindus and Atheists believe happens after death and how this can affect their moral decision making.

Cultural

In year 11, pupils take part in a multiple challenges that allow them to consider the beliefs, values and traditions of others and how this affects their day to day life. Pupils compare gatherings of people with a common aim to religious gatherings and how they can foster the feeling of togetherness and belonging. Pupils also explore that all people celebrate rites of passages and how your religion and culture can affect this. For example, pupils explore important life events and compare religious to non-religious rites of passage. Pupils are encouraged to celebrate diversity in our community and understand how this is positive.

British Values

- **Extremism and radicalization** - All subject teachers in the department are familiar with the indicators of vulnerability to extremism and radicalization and the procedures for dealing with concerns. When delivering lessons in RE we look out for indicators and report any concerns. We work to prevent pupils from developing extreme and radical views by embedding SMSC principles throughout the curriculum.
- **Promoting values** - During lessons we strive to create a learning environment which promotes respect, diversity and self-awareness and equips all of our pupils with the knowledge, skills, attitudes and values they will need to succeed in their future lives.
- **Planning for British Values** - we have looked at all areas of our RE curriculum and have pre-planned the coverage of the British values through the topics that we have selected.



Democracy



Rule
of Law



Individual
Liberty



Respect &
Tolerance