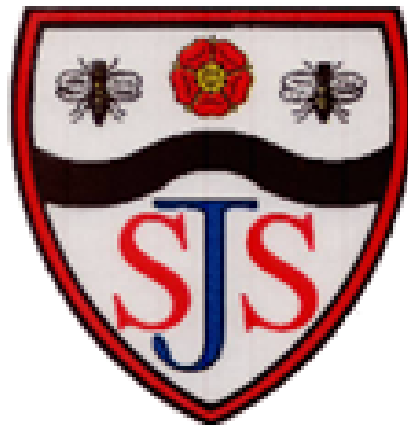


Shadsworth Junior School

Religious Education Policy



Approved by:

Jackie Gallagher

Date:

Last reviewed on:

Next review due by:

Subject Overview

At Shadsworth Junior School we aim to provide all children with learning opportunities to engage in Religious Education (RE). This policy sets out a framework which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Pupils who follow the RE programme at Shadsworth Junior School will gain a deep knowledge and understanding of the teachings, practices and life stories expressed in a variety of ways within Christianity and other principal religions and world views. We aim to provide rich opportunities for children to learn about things that matter in the lives of many people in the local area and wider world. Through reflection on their own beliefs and values in the light of their learning, they grow in respect for themselves and others, having an increased tolerance which contributes positively to the creation of a better world for all. RE is about fostering an understanding of the current local lifestyle whilst informing children about the difficult lives of others around the world even now in our modern age. We thus aim to utilise the opportunity of RE lessons as fully as possible in order to assist our children to become thoughtful and responsible citizens of our diverse world. They see the diversity of human experience, and understand more about themselves as individuals and members of society. What they learn can influence their decisions about personal choices, attitudes and values.

Aims

The aims of RE are:

- **The principal aim of RE** is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.
- **The threefold aim of RE** elaborates the principal aim.

The curriculum for RE aims to ensure that all pupils:

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews.
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.

- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully and have a tolerance for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Note: These aims incorporate the former attainment targets of 'learning about religion' (religious perspectives) and 'learning from religion' (human experiences) which can be found in the National Curriculum 2014.

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, physical, emotional and intellectual development. Through RE the children learn a range of skills, concepts, attitudes and methods of working. We plan our RE curriculum from the units given in the Programmes of Study within the Blackburn Diocesan Board of Education Syllabus for RE. A key element for us is the emphasis placed on the identification and utilisation of cross-curricular links in order to enrich the learning experience for the children from the acquisition of the vocabulary, to the ability to investigate a topic from multiple aspects. Staff are provided with an overview of the unit themes to be covered in each year group and have access to guidelines for delivering these units in terms of medium-term plans, which provide an overview of the objectives, activities and cross-curricular links for each Year group each term. Individual lesson plans are drawn from the overview by adding details such as required resources, groupings, use of ICT, adapted learning activities and expected outcomes. We all firmly believe that RE lessons in our school should enhance the PSCEE, citizenship and British Values programmes as well as promoting the childrens' spiritual, moral, social and cultural development.

Curriculum Coverage – Progression through the year groups

At Shadsworth Junior School we follow the Blackburn Diocesan Board of Education 'Questful' RE. Building on the foundation of the 2007, 2013 and 2017 syllabuses, this syllabus has recently been updated and redesigned, bringing the content in line with current best practice and pedagogical strategies.

Pupils in Key Stage 2 have RE for at least 45 hours per year which is 5% of allocated curriculum time.

60% of this time focusses on Christianity and 40% on the teaching about world faiths. This roughly equates to 32 hours Christianity and 13 hours world faiths. The main world faiths taught are Islam and Judaism, which the infants also teach. This ensures progression and a deeper knowledge and understating of those world faiths. We do, however, link other world religions within topics as and when relevant and, throughout the year when common religious

festivals take place, RE lends itself to explore other world religions, such as Hinduism when it is Diwali.

On a quest to discover more about religion and world views pupils will discover more about themselves. As RE develops children's knowledge and understanding of the nature of religion and belief, it provokes challenging questions about meaning and purpose, truth and values, identity and belonging. Pupils will experience, explore and encounter a wide range of creative and challenging multi-sensory activities that will help them to discover the answers to fundamental questions such as these: –

Who am I and what does it mean to be me?

In what ways do/can I relate to others?

How/where can I encounter God?

How can I make a positive contribution to the world in which I live?

What values, attitudes, beliefs and behaviour are important to me?

What does it mean to have faith?

Who/what influences and inspires me?

Through an open investigative enquiry approach the pupils will be given the sense of being on a quest of discovery. A key feature of the syllabus is the large number of questions included in each unit. The purpose of these questions is to give pupils opportunity to investigate, reflect, evaluate and make meaning. In doing so they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God. The questions set the route through the curriculum content.

The curriculum content is a balance of the three essential disciplines of quality RE, Theology, Philosophy and Social Science. This means pupils will look at concepts through a theological lens, exploring what people of faith believe. Alongside this pupils will explore questions and answers raised in relation to the lived reality and impact of religion and world views on people's lives. They will also think like philosophers, and be equipped with the skills that will enable them to make sense of life's experiences.

Diversity

We believe that the RE curriculum should be representative and inclusive for all learners, and reflect the make-up of British society today. It should take a multi-perspective approach to all units of work. RE lessons should enable students to see a connection to their beliefs and to understand the beliefs of others.

We aim to assist pupils to engage critically with ideas and understanding of religion and belief systems, given the nature of our society, its speed of change and growing social media influences. RE studies how religions and world views shape and are shaped by the societies in which pupils live, promoting deepening understanding of those belief systems.

Teaching and Learning

Our school uses a variety of teaching and learning styles in RE lessons. Our main aim is to develop the children's knowledge, skills and understanding in RE and we use a variety of teaching and learning styles in our RE lessons to do that. We believe in whole-class teaching methods and combine these with enquiry-based research activities.

We believe our children learn best when:

- They have access to, and are able to handle artefacts
- They go on visits to places of worship and places of interest
- They have access to secondary sources such as books and photographs
- Visitors talk about personal experiences of their beliefs
- They use drama and Curious Minds to act out religious stories
- They are shown, or use independently, resources from the internet and videos
- They are able to use non-fiction books and ICT for research
- They are provided with opportunities to work independently or collaboratively, to ask as well as answer religious questions.

SEND Provision

We believe that creating a positive, supportive learning environment for all pupils without exception is key to RE success.

We recognise that we have children of differing abilities in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are adapted by task, resources, scaffolding, expected outcomes and/or support from peers or adults.

For our SEND pupils, class teachers and subjects leaders will work closely with our SEND Coordinator to ensure that all SEND pupils are catered for appropriately during RE lessons.

The Right to Withdraw

"Schools have to teach RE but parents can withdraw their children for all or part of the lessons." (<https://www.gov.uk/national-curriculum/other-compulsory-subjects>)

Assessment and Recording

At Shadsworth Junior School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

We use Knowledge Organisers as a guide to our planning. Linked to the Knowledge Organisers, we devise our own quiz at the end of the unit based on what the pupils have learnt. The score the children get will be used in association with teacher assessment to grade each pupil with a working below year group expectation, working at the expected standard or working above the expected standard. This is recorded within a whole school spreadsheet designed for foundation subjects.

Monitoring

Monitoring takes place regularly through sampling children's work; teacher's planning, through book scrutiny, talking to the children and lesson observations. We also plan for a Deep Dive Monitoring Day regularly to ensure that subject leaders have a current and up-to-date working knowledge of their subject across the school.

Leadership of R.E.

It is imperative that an outstanding subject leader takes a high level of control over their subject. Approximately three times per year, an Impact Statement will be prepared which details what are the intent/actions required for RE within a set time period. This is followed by implementing the actions needed before analysing the impact. This on-going action plan ensures the constant review of RE across all year groups. Regular staff training is undertaken as are Network meetings with other RE leaders. All of which guarantees that the subject leader has an up-to-date working knowledge of RE within school, across BwD and nationally.

Ambassadors

All classes have chosen pupils who have an interest and passion for RE. These pupils meet every half-term to discuss what is happening in RE and what will be happening which will then be fed back to every class.

Resources

We have a wide range of text books and interactive boards to access the internet as a class. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of RE could be invited into school to work with the children.