

Brockwell Junior School

Religious Education Policy



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Statement of Intent

In partnership with parents, the whole school will deliver excellence at all levels with a clear mission to be Safe, Smile & Succeed. Quality RE certainly contributes to children being successful people who can participate positively in society.

Religious education contributes dynamically to children's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. Brockwell's curriculum encompasses spiritual, moral, social and cultural development, in accordance with the locally-agreed syllabus of Derbyshire and Derby City and delivered using the Jigsaw RE scheme.

Children learn about and from religious and non-religious worldviews in local, national and global contexts, to discover, explore and consider different answers to question inspired enquiries. In doing this, our intent is to;

- encourage children to recognise, respect and celebrate the diversity of religious and non-religious views within communities.
- engage children in questions which religious views address so that they develop an understanding of the beliefs of others.
- use this knowledge to reflect upon their own personal views.
- to motivate and enthuse pupils in their learning and make links with PSHE and British Values.

Children investigate and reflect upon some of the most fundamental questions asked by people. We enable children to develop a sound knowledge of Christianity and other world religions including the non-religious worldview of Humanism. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

The aims of religious education are to help children:

- 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.
- To weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully.
- Think for themselves and express their views.
- Develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- Explore questions and answers arising from religion and belief.
- Be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- Develop an aptitude for dialogue, so that they can participate positively in society, with its diverse religions and worldviews.

- Gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence.

“RE explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and worldviews, reflecting on their own ideas and ways of living.”

1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to the following:

- The Education Act 1996, section 375
- The Education Act 2002, section 80
- The Education Act 1996 Schedule 31
- The School Standards and Framework Act 1998, schedule 19
- Derbyshire and Derby City Agreed Syllabus for RE, 2020 - 2025

1.2. This policy has been created with regard to the following DfE guidance:

- DfE (2010) 'Religious education in English schools: Non-statutory guidance 2010'
- DfE (2017) 'Statutory framework for the early years foundation stage'

2. Roles and responsibilities

2.1. The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the locally-agreed curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of RE, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop subject colleagues' expertise in RE.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across the phase.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT) as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.

- Organising, providing and monitoring CPD opportunities regarding RE.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of RE to other curriculum areas, including cross-curricular and extra-curricular activities, e.g. PSHE lessons.
- Collating assessment data and setting new priorities for the development of RE in subsequent years.

2.2. The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' RE, with due regard to the locally-agreed syllabus.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the locally-agreed syllabus.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach RE.

3. Curriculum

3.1. Brockwell Junior School adheres to the locally-agreed syllabus of Derbyshire and Derby City 2020 - 2025. In line with this policy, it uses the Jigsaw RE scheme to support the planning and delivery of lessons.

**Derbyshire and
Derby City**

Agreed Syllabus for Religious Education
2020-2025

3.2. RE provision will include a distinct body of knowledge and will enable all pupils to make effective progress in achieving RE learning outcomes.



3.3. The school will make provisions to account for parents' right to withdraw their child from RE lessons (note lessons do not induct children into a faith and a discussion with parents is encouraged).

3.4. All pupils will have a high quality, coherent and progressive experience of RE.

- 3.5. The school will decide the attitudes and skills they wish to emphasise across a school year or key stage, which meets the needs of the pupils.
- 3.6. The school will ensure that RE provisions contribute to the cross-curricular dimensions of the wider curriculum. The aims include:

The threefold aim of RE elaborates the principal aim in the statement of intent.

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.

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.

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 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.

- 3.7. Good practice for the curriculum include aspects of cultural capital such as:

- Exploring controversial issues in the modern world.
- Working with Derby Open Centre or other providers for authentic experiences.
- Learning outside the classroom by participating in educational visits
- Introducing themed days and assemblies which celebrate different beliefs.
- Encouraging pupils to deploy their skills and reflect on questions regarding truth and morality.
- Promoting debate and dialogue of pupils within their local community.

4. Teaching and learning

- 4.1. The RE curriculum is delivered at least once a week. However, it can be 'blocked' into a longer period of consecutive enquiry. Lessons, RE Theme days and complementary visits must legally amount to 45 hours of RE per year. This is distinct from collective worship and assembly.
- 4.2. Whilst there is a common frontier between RE and PSHE, the legal time is for the clearly identifiable teaching of RE. Worldviews are also explored in such a way as to ensure children develop mutual respect and tolerance of those with different faiths and beliefs linking to British Values.
- 4.3. Classroom teachers use high-quality texts and resources which model the religious and non-religious beliefs of Great Britain, focusing on Christians, Muslims, Hindus, Sikhs and Jewish people. Note this is a minimum requirement and teachers can go beyond, especially considering the children and families we serve at any one point in time.
- 4.4. Teachers refer to Christians rather than Christianity and can refer to Hinduism as Sanatana Dharma instead of Hinduism to reflect 'ways of life' and people who are 'living with faiths.' These terms also recognise diversity within and between people of the same and different religions.
- 4.5. Classroom teachers encourage pupils to discuss topics covered in RE, orally with their peers and as a whole class. The key questions for each enquiry are delivered through 6 sequenced lessons. Lessons are structured through; *engagement, investigation, evaluation, expression*.
- 4.6. To improve understanding of the enquiry question, teachers plan for both the substantive knowledge which children are to learn and for the disciplinary skills which children will apply. A variety of methods of teaching is deployed including story, texts from Holy books, use of artefacts, discussion, drama, art, writing, labelling, child and adult

initiated activities and more. Teachers engage children through stimuli, participation, making connections and providing encounters.

5. Planning for progression

5.1. All lessons will have clear learning intentions within a main enquiry question which is shared and reviewed with pupils. Each year group focusses upon Christianity plus 1 other religion. In Y4 and Y6, Humanism is also taught as a non-religious world view.

Although each year group has a specific religious focus, teachers are still encouraged to make natural comparisons with other religions in their class teaching and discussions.

YEAR 3 Christianity and Sanatana Dharma (Hinduism)		
AUTUMN	SPRING	SUMMER
Sanatana Dharma (Hinduism) Does visiting the Ganges make a person a better Sanatani?	Christianity Could Jesus heal people? Did He perform miracles or was there some other explanation?	Sanatana Dharma (Hinduism) What do some deities tell Sanatanis about God?
Christianity Has Christmas lost its true meaning?	Christianity What is 'good' about Good Friday?	Sanatana Dharma (Hinduism) What is the best way for a Sanatani to show commitment to God?
YEAR 4 Christianity and Judaism		
AUTUMN	SPRING	SUMMER
Judaism What is the best way for a Jew to lead a good life?	Judaism How do Jewish beliefs, teachings and stories impact on daily life?	Judaism How does celebrating Shavuot help Jewish children feel closer to God?
Christianity What is the most significant part of the nativity story for Christians today?	Humanism What motivates Humanists to lead good lives?	Christianity Do people need to go to church to show they are Christians?
YEAR 5 Christianity and Sikhism		
AUTUMN	SPRING	SUMMER
Sikhism How far would a Sikh go for their religion?	Sikhism How are sacred teachings and stories interpreted by Sikhs today?	Sikhism What is the best way for a Sikh to show commitment to God?
Christianity Is the Christmas story true?	Christianity How significant is it for Christians to believe that God intended Jesus to die?	Christianity What is the best way for a Christian to show commitment to God?
YEAR 6 Christianity and Islam		
AUTUMN	SPRING	SUMMER
Islam What is the best way for a Muslim to show commitment to God?	Christianity Is anything ever eternal?	Islam How is the Qur'an vital to Muslims today?
Humanism How do inspirational people impact on how Humanists live today?	Christianity Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	Islam Does belief in Akhirah (life after death) help Muslims lead a good life?

5.2. Planning for RE comprises of long-term, medium-term and short-term planning which will be carried out by the relevant member of staff, e.g. the classroom teacher. Brockwell Junior uses Jigsaw RE unit plans to support in the planning and delivery of their lessons. Medium term plans – in the standardised Brockwell Junior School planning format - will

include the details of work studied during each lesson. The subject aims and lesson objectives alongside specific resources, website links and pupil tasks to be completed will be outlined by the teacher and monitored by the subject leader.

- 5.3. The subject leader is responsible for reviewing and updating long-term and medium-term plans as required, and communicating these to teachers prior to the start of a new term.
- 5.4. Teachers are responsible for reviewing and updating short-term plans, building on the medium-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught. Each enquiry starts with a question and has outcomes – working towards, working at and working beyond.
- 5.5. Medium-term plans identify the main learning intentions of RE, learning activities and key vocabulary. This information will be shared with the subject leader to ensure there is a visible progression between years.

6. Assessment and reporting

- 6.1. Teachers must be clear about what children need to know as stated on the unit / enquiry plans. Children have several opportunities to show their understanding during enquiries – oral, written or other. Feedback, possibly with next steps, is issued during the enquiry.
- 6.2. Formative assessment will be carried out routinely throughout the year; assessment will be carried out at the conclusion of each topic to measure pupils' development throughout each enquiry.
- 6.3. The results from formative assessments will be used to inform teachers' lesson plans. Assessment for Learning is encouraged during lessons.
- 6.4. Summative assessment will be carried out at the enquiry. Teachers will use the results to assess pupils' overall achievement for each enquiry. This information will be tracked on itrack at the end of the school year to inform each pupil's future teachers, in order to measure how well a pupil has progressed at any given time in their education.
- 6.5. Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on pupils' attitudes towards RE and understanding of the key concepts.

7. Resources

- 7.1. The subject leader is responsible for the management and maintenance of resources, as well as for liaising with the school business assistants to purchase further resources.
- 7.2. Resources include:.
- Jigsaw RE scheme of work with suggested lesson plans, background information and resources provided.
 - BBC bitesize My life, my religion video clips.
 - 'This is my Faith' reference books for Christianity, Judaism, Sikhi, Islam, Sanatana Dharma and Buddhism. (Class sets 1:2)
 - Religion Road – Bitesize BBC Films 90 seconds long. 14 films based on a road. A Humanist, Christian, Jewish person, Muslim and others meet up in the park. Cartoon style film.
 - 'Religions of the World': links from the NATRE website (10 programmes BBC KS1 stories complemented My Life, My Religion for KS2)
 - The school library contains an array of resources to support pupils' learning and wider reading.

8. Equal opportunities

- 8.1. All pupils will have equal access to the RE curriculum.
- 8.2. Learning ability, physical ability, linguistic ability, gender, ethnicity and/or cultural circumstances will not impede pupils from accessing RE lessons.
- 8.3. When a pupil's participation in RE lessons is restricted due to the factors outlined above, the lessons will be adapted to meet the pupil's needs.
- 8.4. Cultural and gender differences are positively reflected in RE lessons and the teaching materials used.

9. Monitoring and review

- 9.1. This policy will be monitored and reviewed on an annual basis by the subject leader and governors through the subject leader report to governors.

- 9.2. The scheduled review date for this policy is September 2025.
- 9.3. The subject leader will review the teaching of RE in the school, ensuring that taught content adheres to the locally-agreed syllabus.
- 9.4. Any changes to the locally-agreed syllabus will be communicated to the headteacher.
- 9.5. Any changes to this policy will be communicated to all teaching staff.