



Newbridge Junior School

Thinking School Academy Trust
“Transforming Life Chances”

Religious Education Policy

This Policy was adopted in December 2019
The Policy is to be reviewed in December 2021

Introduction

At Newbridge Junior School we aim for our pupils to experience in full, the Agreed Syllabus for Hampshire, Portsmouth, Southampton and The Isle of Wight; Living Difference III. The Agreed Syllabus is based upon understanding and responding to the key concepts within the major religious traditions and non-religious beliefs represented in Great Britain. This policy outlines the purpose, implementation and assessment of Religious Education at our school.

The Purpose of Religious Education

The purpose of Religious Education is to support the development of children's own values, to contribute to the promotion of British values and to pupils' spiritual, moral, social and cultural development. This involves encouraging each pupil to interpret and respond to a variety of concepts, beliefs and practices within religions and their own and other's cultural and life experiences. Religious Education enables children to understand the religions and beliefs of others, therefore reinforcing the British value of respect and tolerance of those with different faiths.

Aims

- To provide a wide range of encounters with religion which will help pupils form a view of the world that they can apply to their own experiences.
- To encourage and develop children's interest and opinions about simple concepts that are common to themselves and religions, and recognize and express their own values and beliefs.
- To enable children to consider the effects religion has on people's lives.
- To develop a reflective approach to living and learning which leads pupils to an understanding, consideration and tolerance of others.

Principles for teaching and learning in RE

The Education Act 1996 requires that:

'Religious Education should be taught to all students other than those in nursery classes and except for those withdrawn at the wish of their parents (by informing the office). Teachers' rights are safeguarded, should they wish to withdraw from the teaching of Religious Education.'

RE at Newbridge Junior School is taught in accordance with the legal requirements of the Agreed Syllabus for Hampshire/Portsmouth/ Southampton/Isle of Wight, *Living Difference III*. In line with Living Difference III, RE is taught following an enquiry based approach following a five stage cycle.

Parents have the right to withdraw their children from parts of or all RE lessons. Pupils who are withdrawn are supervised and provided with alternative activities. We encourage discussion with the head teacher or RE leader (deputy headteacher) before such a decision is made.

Should parents wish to withdraw their children, they should notify the headteacher in writing.

Planning for the teaching of RE

Long term planning based on the Living Difference syllabus is provided by the RE leader.

Medium term plans are developed using unit plans from the Living Difference syllabus (provided by the RE leader), but may be adapted by year teams, supported by the RE leader, to suit the needs of particular classes and to incorporate teaching strategies in line with Thinking Schools Status.

Christianity is taught throughout the school, with approximately 4 out of 6 units in each year group being based on Christianity. In addition, years 3 and 4 study Sikhism and years 5 and 6 study Islam.

We follow the recommended time allocation of 45 hours per year in Key Stage 2, this will usually be a blocked unit of time. This is covered with either an hour a week or two RE days per half term. At least one lesson will be spent on each stage of the cycle with two lessons for the 'contextualise' section.

Strategies for the teaching of RE

We use a number of strategies to include a range of styles of learning. These include:

- Use of thinking maps
- High quality dialogue and questioning
- Links with creative arts and RE such as Drama, art, English and ICT to enable children to record their learning in a variety of ways
- A mix of whole class, group, individual approaches
- Mixed ability groups
- Cross curricular approaches which enable children to express their spirituality throughout all areas of the curriculum
- Use of artefacts, video and stories from the different religions studied
- Visits to places of worship where appropriate

Inclusion

In adapting plans for their classes, teachers plan tasks and learning activities appropriate for children's ages and abilities. This includes ensuring provision for children with special educational needs and providing challenge for the most able. When planning and delivering the RE curriculum, reference is made to ensure that the health and safety, equal opportunity, teaching and learning, marking and feedback and special needs policies are met.

Assessment, recording and reporting

Teachers will feedback to their children's work in line with the school feedback policy.

Assessment in RE is based on the age related expectations contained in the *Living Difference III* appendices. Each half term, one stage of the cycle of enquiry will be assessed by teachers (as indicated on the long term planning). Children will be assessed against the age related expectations.

Samples of work will be collected by the RE leader in order to monitor standards and progress. Feedback will be provided to teachers.

Pupils' progress is reported annually to parents as part of the school reports.