

# Scawsby Junior Academy



## RELIGIOUS EDUCATION POLICY

PERSONS RESPONSIBLE FOR POLICY:

Mr P Chambers: HEADTEACHER

Miss S Boyd: SUBJECT MANAGER

## Introduction

“True religion is real living; living with all one’s soul, with all one’s goodness and righteousness.” (Albert Einstein)

“Religions are different roads converging at the same point. What does it matter that we take different roads as long as we reach the same goal? In reality, there are as many different religions as there are individuals. “ (Gandhi)

Religious education is compulsory subject and a statutory requirement that we feel, as a school, provides the foundation for many people’s lives, promoting acceptance and understanding of other beliefs. Through the teaching of RE, and alongside the teaching of PSHE, we aim to promote the spiritual, moral and cultural development of all pupils, helping the children develop a perception of themselves within their community. Through the teaching of religious education, children reflect on what it means to have faith and to develop their own spiritual knowledge and understanding, through the study of religious and non-religious world views, allowing them to learn from religions as well as about.

## Religious Education Curriculum Intent, Implementation and Impact Overview

The RE syllabus that we are currently following at Scawsby Junior Academy is the ‘Discovery RE curriculum’ created and published by the Jan Lever group, alongside the Doncaster LASRE. We have ensured that our scheme of work reflects local and national guidance. The scheme enables children to develop a sound knowledge of the major religions; Christianity, Islam, Hinduism, Judaism and Sikhism, as well as the Humanist approach for those who follow no religion. The purpose of the scheme is that children learn to show respect towards other cultures by celebrating difference and accepting others, therefore teaching the children to be responsible members of the wider world.

At Scawsby Junior Academy, we aim to develop a broad and balanced curriculum that equips children with the life skills they need to be independent and successful and the RE curriculum contributes to their spiritual, moral, social and cultural development. The overall aims for our religious education is to:

- Children will learn **about** religions- through a curriculum that is broad and balanced in its content, the children will become religiously literate and learn key facts and information about the world religions.
- Children will learn **from** religions- through a structured curriculum that focuses highly on personal reflection, allows the children to explore human experience and questions by addressing values and fundamental concerns about themselves and the world in which they live.

Through these broader aims, we can ensure the following specific aims are met:

- *Develop conceptual understanding of religion, religious beliefs and practices* – in order that they can begin to engage in informed reflection and discussion about religions and religion.
- *Develop an informed appreciation of religions* – in order that they can explore religions with openness, interest and enjoyment.
- *Value religious and cultural diversity* – in order to enhance their social and cultural development and to contribute to a more just and civil society.
- *Create meaning from their knowledge and understanding of religions*– in order to enhance their spiritual and moral development.
- *Develop an awareness of the richness of religions and their contributions to society and culture* – in order that they can make increasingly mature judgements about the world in which they live.
- *Recognise commonality and difference within and between religions* – in order to develop respect, openness and curiosity.
- *Develop a sensitive understanding of the significance of religious commitment and practice in the lives of individuals* – in order that they might develop respect for individuals and their right to hold beliefs that are different from their own.

School has identified key intentions that drive our Religious Education curriculum. At Scawsby Junior Academy our RE curriculum intentions are:

Intent	Research Link	Implementation	Impact
<p>To build an RE curriculum which develops learning and results in the acquisition of knowledge and skills which enables children to develop to enquire, relate and understand. Children will know more, remember more and understand more.</p> <p>To design an RE curriculum and scheme of work with appropriate subject knowledge, skills and understanding as set out in the National Curriculum RE Programmes of study.</p> <p>To fulfil the duties of the National Curriculum whereby schools must</p>	<p>Every state-funded school must offer a curriculum which is balanced and broadly based, and which: Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and:</p> <p>Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.</p> <p><b>National Curriculum 2013</b></p>	<p><b>* Knowledge Organisers</b> Children have access to key knowledge, language and meanings to understand religion and to use these skills across the curriculum.</p> <p><b>* Displays</b> RE displays will mainly be present in the corridors and focus on key knowledge, vocabulary and examples of pupils’ learning and representations of their understanding.</p> <p><b>* Subject specific vocabulary</b></p>	<p>* Children will know more, remember more and understand more about religion and be able to relate this to their own lives.</p> <p>* The large majority of children will achieve age related expectations in RE.</p> <p>* Children will learn skills to help them in their futures including speaking and listening skills, teamwork, communication, appreciation of different cultures and faiths and British Values. These skills will also influence the moral decisions they make in their future lives.</p>

<p>provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities and responsibilities and experiences for later life.</p>	<p>Religious education (RE) makes a significant contribution to pupils' academic and personal development. It also plays a key role in promoting social cohesion and the virtues of respect and empathy, which are important in our diverse society.</p> <p>Religious education (RE) should make a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world.</p> <p>All schools should:</p> <ul style="list-style-type: none"> <li>ensure that learning in RE has a stronger focus on deepening pupils' understanding of the nature, diversity and impact of religion and belief in the contemporary world</li> </ul>	<p>Identified through knowledge organisers, LO's and S/C's and highlighted to the children at the beginning of lessons and revisited throughout.</p> <p><b>* Engagement and discussion</b> Each new unit is posed to children through a key question that is discussed in detail and allows the children to build on previous knowledge and skills learnt as a hook into new learning. Much of the structure of lessons within units focus on discussion to allow all children to succeed as they verbalise their understanding and express themselves.</p> <p><b>* 'Big question' and review</b> Each new unit is posed to children through a key question. The children record their responses to the key question around a thought bubble to demonstrate their previous skills and knowledge. They then add to this at the end of the unit in another colour pen to show what new knowledge and skills they have attained throughout the unit.</p> <p><b>* Assessment</b> Class teachers assess children's understanding in RE and this is then recorded on assessment tracker. This data is then analysed to improve the</p>	
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	<ul style="list-style-type: none"> <li>improve lesson planning so that teaching has a clear and straightforward focus on what pupils need to learn and engages their interest</li> </ul> <p>Primary schools should:</p> <ul style="list-style-type: none"> <li>raise the status of RE in the curriculum and strengthen the quality of subject leadership by improving the arrangements for developing teachers' subject expertise, sharing good practice, and monitoring the quality of the curriculum and teaching</li> <li>improve the quality of teaching and the curriculum to increase opportunities for pupils to work independently, make links with other subjects and tackle more challenging task</li> </ul> <p><b>OFSTED- Religious education: realising the potential 2013</b></p>	<p>children's learning in RE on a half termly basis and clear targets are set.</p> <p>* <b>Approaches to teaching</b> A wide variety of teaching approaches are used in RE lessons to ensure children make good progress, and all learning styles are catered for. Class teachers ensure there is a good balance of whole class, group work, including Kagan structures, and individual learning in RE lessons. Children are encouraged to express themselves creatively in any manner that they choose e.g writing, art and design, drama.</p> <p>* <b>Consistent teaching sequence</b> RE units will follow a clear and consistent teaching sequence, including engagement (1 lesson), investigation (3 lessons), evaluation (1 lesson) and expression (1 lesson).</p> <p>* <b>Cross-curricular links</b> RE learning will encourage children to express their learning and understanding in a variety of creative ways making links to other areas of the curriculum including literacy, the arts, technologies and aspects of maths.</p> <p>* <b>Cultural Capital</b> On at least one occasion every year, visits and visitors related to RE learning</p>	
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		will be conducted to provide children with first hand experiences for the children to support and develop their learning. We recognise that to have the impact, the planned cultural capital must be clearly linked to the learning and knowledge being studied at the time and provide for children to better understand the knowledge or apply what they already know.	
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## Pedagogy

<b>In Religious Education, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In RE, the following approaches will be used, and be evident in all lessons, in order to ensure that the RE learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups:</b>				
<b>Teaching Sequence in RE</b>	<b>Big picture: Placing of the religious skills being studied in the context of previous learning, using key question thought cloud and then used to document and compare new learning</b>	<b>Possible pedagogical approaches used in RE</b>	<b>Behaviourism</b>	<b>Direct teacher instruction; modelling of skills and techniques; demonstration</b>
	<b>Daily review: Brief review of learning covered in previous lesson/s and making links to real life situations</b>		<b>Constructivism</b>	<b>Inquiry-based learning; feedback and suggestions to improve learning and expression</b>
	<b>Specify key vocabulary to be used and its meaning</b>		<b>Social Constructivism</b>	<b>Teacher modelling; questioning; mix of individual, paired and group discussion and child led research and expression</b>
	<b>Demonstrate, experiment, improve and establish new learning individually then with others</b>		<b>Liberationism</b>	<b>Pupil-led learning; opportunities to showcase learning.</b>

	<b>Give feedback on learning with partner/ group/ whole class</b>		<b>Learning, working and talking using religious and spiritual vocabulary</b>	<b>Being introduced to the key vocabulary that would be used in a religious and real life context; defining the key vocabulary; high expectations of pupils using specialist and subject specific vocabulary; high expectation of pupils analysing, interpreting and demonstrating using personal reflection.</b>
	<b>Apply new skill in a creative and child-led manner, allowing them to express their understanding and relate this to themselves</b>			
<b>Evaluate their learning and discuss what the next stage/ new learning/ skill would be in order to progress further.</b>				

### **E-safeguarding**

The RE policy and scheme of work adheres to the whole school E-safeguarding Policy.

### **Equal Opportunities**

Religious Education follows the school's Equality Policy.

### **Links to other Subjects**

At Scawsby Junior Academy, we use RE to promote learning across many areas of the National Curriculum, including:

- \* The application of all basic skills (including Reading, Writing and Mathematics) within the RE curriculum.
- \* The use of computing both as a method of research of religious facts and information and as a means of expression of learning.
- \* Citizenship, through moral, social and cultural development.
- \* Developing language skills, both through reading and writing of a variety of religious texts and information.
- \* Looking at religious art, history and music from the past as a reference point.
- \* Developing geographical knowledge when learning about places and origins of key religions
- \* Allowing children to express their knowledge and understanding of their learning in RE in a range of cross- curricular activities.

Any cross curriculum links between subjects are identified in medium and short term planning, and children are made aware of them.

### **Links to Spiritual, Moral, Social and Cultural Development**

Through teaching religious education in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We help them to recognise the difference between right and wrong through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multicultural society. Children explore issues of religious faith and values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

Pupils' spiritual development is enhanced through RE by:

- \* Researching and understanding people's lives in a variety of cultures.
- \* Gaining a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- \* The use of imagination and creativity in learning
- \* A willingness to reflect on own and others' experiences.

Pupils' moral development is enhanced through RE by:

- \* Recognising the difference between right and wrong in religious scenarios and readily apply this understanding to their own lives and, in so doing, respect the civil and criminal law of England.
- \* Investigating, and offering reasoned views about, moral and ethical issues in RE, and being able to understand and appreciate the viewpoints of others on these issues.

Pupils' social development is enhanced through RE by:

- \* Being able to cooperate well with others and resolve conflicts effectively through religious learning and role play for example.
- \* An understanding and acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Pupils' cultural development is enhanced through RE by:

- \* An understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- \* knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values and using this knowledge to understand a developing and changing Britain.



- \* Participating in, and responding to, for example, artistic, sporting, and cultural opportunities.
- \* An interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

### **Organisation of Teaching**

Religious Education at Scawsby Junior Academy is taught through discrete lessons. RE skills, knowledge and attitudes are taught through a unit focus that lasts across a full half term. RE is taught on a spiral curriculum where previous learning and knowledge is readdressed and then developed.

### **Teaching Methods**

We hope to use a variety of teaching methods at Scawsby Junior Academy, in order to suit the abilities and interests of our pupils.

These include:

- \* Discussions and debate
- \* Demonstrations of learning and knowledge by the teacher and pupils
- \* Questions and answers
- \* Progression of individual and group skills
- \* Allowing children to express themselves in a variety of roles within a team and in a variety of manners.
- \* Individual and group investigations
- \* Television, radio, audio recording, video, film, internet and other computing resources.
- \* Fieldwork, including visits to places of worship in the local area.

Throughout the school, RE lessons should begin with the teacher sharing the learning objectives of the lesson with the class, and end with a plenary session that summarises what has been learnt.

### **Reasonable Adjustments in Religious Education**

The curriculum leader in RE recognises the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious RE curriculum. Within the curriculum area of RE, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

### **Access for all**

At Scawsby Junior Academy we develop an inclusive curriculum through:

\* Setting suitable learning challenges: It is the aim of the school that children should be given achievable learning targets, and be motivated by success. This may involve deepening children's RE skills and understanding, so that all children's learning needs are catered for, and pupils achieve as high a standard as possible.

\* Responding to pupils' diverse learning needs: RE at Scawsby Junior Academy is planned so that all pupils can take part in lessons fully and effectively so that there is an equality of opportunity through teaching approaches.

\* RE at Scawsby Junior Academy is planned so that potential barriers to learning and assessment for individuals and groups of pupils are overcome. This is achieved through:

- Provision being made where necessary to support individuals or groups of pupils to enable them to participate effectively in RE lessons.
- Pupils' understanding being developed through the use of all available senses and experiences.
- Aspects of the programmes of study that may present specific difficulties for individuals being identified.

\* An inclusive Religious Education curriculum is also achieved through:

- Support to access texts (larger print or audio where available)
- The use of alternative communication methods e.g. ICT or audio.
- Non-visual means to access sources of information when undertaking historical enquiry.
- Allowing children to express their understanding in a method that is accessible and enjoyable for them.

In assessment, judgements allow for the provision described above.

### **Planning**

The basis for planning is taken from the 'Discovery RE' Schemes of work in correlation with the Doncaster LASRE, which is the school's long term planning. This is a spiral curriculum which builds on previous knowledge from prior learning. At key points in the religious calendar, every year group studies the same key event but on a year group specific skill set and the key question for the unit is modified to each year group.

### **Assessment**

At Scawsby Junior Academy, assessment in Religious Education comprises of teacher assessment during the delivery of lessons. Children are given tasks linked to the NC, and assessed against these. It is the responsibility of each individual class teacher to implement this through planning activities linked to the History National Curriculum. At the end of each half term and end of a unit, teachers judge children against age related expectations to be at, above or below these expectations. This is assessed through children's responses to key questions in RE and RAG rated on the two outcomes- learning about religion and learning from religion.

This data is then analysed by the RE subject leader.

### **Targets**

At Scawsby Junior Academy, we aim for the majority of pupils to be at age related expectations for Key stage 2 by the end of year 6.

### **Responsibilities**

The Religious Education subject leader is responsible for:

- \* Monitoring the teaching and learning of RE.
- \* Overseeing and implementing the RE policy.
- \* Writing an annual action plan for The School Improvement Plan and evaluating progress throughout the year.
- \* Attending INSET and providing staff with appropriate feedback.
- \* Attending courses to keep knowledge up to date and feedback to staff upon return.

Each class teacher is responsible for delivering RE to their class and being aware of where extra lessons may be needed.

### **Staff Development**

Over the course of the academic year the Religious Education subject leader monitors and evaluates:

- \* The attainment and progress of pupils in RE

- \* The pupils' response and attitude to RE within school
- \* The quality of RE teaching in school
- \* The quality of children's work and the development of skills in RE
- \* Observation of children's spiritual, moral, social and cultural development in school through behaviours displayed and relationships and interactions with each other.

This is achieved through:

- \* Observation of RE lessons, including drop ins and learning walks and official observations with written feedback.
- \* Questioning of children during these observations.
- \* Discussions with pupils.
- \* Carrying out regular scrutiny of lessons, children's RE learning in books and assessment processes, and feeding this scrutiny back to teachers.
- \* Monitoring each teacher's RE planning every term, as appropriate, and providing written feedback.
- \* Attending any Religious Education Subject Leader meetings arranged by the LA or other providers.

### **Subject Development**

Over the next academic year, the Religious Education leader will write and execute the school development plan in RE.

In addition to this, the RE leader will also:

- \* Ensure the subject of RE meets statutory requirements of the national curriculum.
- \* Continue to monitor the implementation of the RE scheme of work and RE policy documents.
- \* Continue to monitor staff development in RE, through observations if appropriate, staff questionnaires, monitoring and feeding back on medium term planning and children's work.
- \* Attend appropriate courses, if available, to develop personal knowledge and expertise, and to share this in school.
- \* Complete pupil discussions with pupils from a range of classes, on how RE is delivered in our school.
- \* Maintain the RE section of the school website for all stakeholders.
- \* Monitor and evaluate the quality of RE resources in school, and bring in new resources as appropriate.

For a detailed description of the development of RE in the next academic year, please see the 2019 – 2020 School Development Plan.

**Review**

This policy is a live document, being constantly updated. RE has long, medium and short-term development plans, which forms part of the overall School Development Plan, drawn up and executed by the Religious Education Subject Leader. This plan will affect the contents of this policy, and it is the responsibility of the Religious Education Subject Leader to maintain this.

Revision Date	Revision Version	Previous Revision Date	Previous Version	Summary of Changes
September 2020	New policy	-	-	New policy
June 2023	1	September 2020	New Policy	Change of school name