



Town Junior School

Religious Education Policy

Adopted: June 2016

To be reviewed on: June 2017

School Aims and Implementation

Town Junior School aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment;
- Providing high quality curriculum entitlement and a high quality learning environment;
- Promoting the Town Junior Values to enable the children to value themselves and each other; the Core Values are:
 - We take **responsibility** for our actions and always make sure we do the right thing.
 - We show **honesty** and always make sure we are truthful and fair.
 - We show **aspiration** and always have a positive attitude about what we can all achieve.
 - We show **respect** and always have regard for ourselves and other people's feelings, wishes and rights.
 - We show **compassion** towards others and always make sure we try to understand and support others.
- Promoting an effective partnership with parents and the wider community.

1. RE Policy Introduction

- Town Junior School is made up of children some of who originate from different nationalities, cultures and faith groups. As a school we aim to celebrate this diversity and offer a welcoming and inclusive environment for all our pupils, including new arrivals and non-native English speakers.
- We believe that Religious Education (RE) provides an opportunity to celebrate and foster awareness of these differences within our school and the wider world. It is a subject that celebrates diversity.
- RE is taught in accordance with the aims of the Birmingham Agreed Syllabus, which states: *'pupils will be presented with material from at least three traditions, one of which must be Christianity'*.
- Religious Education must be taught to all registered pupils in maintained schools. The legal requirements for teaching religious education are set out

in the Education Act 1996 and School Standards and Framework Act 1998. The Act states that an agreed syllabus must reflect that Christianity is the main religious tradition while taking into account teaching and practices of other principal religions.

2. Aims

a) **General aims**

The broad aim of religious education at Town Junior School is to promote the spiritual, moral, cultural and intellectual development of children. We enable children to develop knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. This is achieved by encouraging children to explore and respond to these aspects of religion and draw upon their own experiences. We help the children learn **about** religions as well as **from** religions.

b) **Aims for children**

At Town Junior School we aim to:

- Encourage children to reflect on their own experiences and to formulate their own ideas, beliefs and values.
- Help children to develop moral and spiritual values, respect and tolerance which enable them to appreciate and understand religions, cultures and ways of life different from their own.
- Have respect for other people's views and celebrate the diversity in society.
- Appreciate that symbols and artefacts from different religions can express human feeling and ideas.
- Foster understanding about the importance of tolerance in everyday life;
- Foster positive attitudes towards celebration of differences.
- Develop an enjoyment of learning through practical activities, discussion exploration and discovery;
- Communicate their knowledge and understanding using specialist vocabulary.
- Use children's experiences of religious festivals such as Easter, Diwali, and Chinese New Year etc. to develop their religious thinking.

c) **Aims for School staff**

At Town Junior School, we aim to:

- promote a confident, positive attitude towards the learning of RE by making it an enjoyable experience;
- Promote RE as an active subject, this would be modelled by the teacher in the teaching activities that they provide.

- Promote a desire to understand the world of other people and an active interest in how they express this 'world'.
- Be perceptive, and recognise this in pupils.
- Extend children's sense of values and promote their spiritual growth and development.
- Acknowledge that beliefs and ideas are constantly changing.
- Promote interaction, allowing pupils to relate themselves to others, reflect and respond.
- Ensure that RE teaching throughout the school shows progression and is based on the Birmingham Agreed Syllabus.
- Develop links with the wider community through visits to places of worship.

d) Aims for Parents and Carers

At Town Junior School, we aim to:

- be understanding and supportive of our aims in learning and teaching of RE
- Support and encourage their children during Place of Worship trips.
- Praise their children for their understanding of other beliefs and cultures.
- Communicate and work with the school whenever further support is needed to develop their children's RE skills and understanding.
- Ensure that parents and carers are informed in the school prospectus that they have the right to withdraw their pupils from religious education, according to the Education Act. Parent/carers who choose to withdraw their children from Religious education lessons are required to state this in writing annually to the Head teacher.

e) Aims for Governors

At Town Junior School, we aim to:

- appoint a designated link governor who will:
 - a) meet with the curriculum Subject Leader at least once a year to find out about;
 - ❖ the school's systems for planning work, supporting staff and monitoring progress;
 - ❖ Junior SACRE, place of Worship visits
 - ❖ the allocation, use and adequacy of resources;
 - b) visit School and talk to pupils about their experiences of the curriculum area;
 - c) promote and support the positive involvement of parents in the curriculum area;
 - d) attend training and other events relating to the particular curriculum area;
 - e) report jointly with the Subject Leader
 - ❖ to the governing body with recommendations, if appropriate, once a year.

- be understanding and supportive of our aims in learning and teaching RE and review the RE Policy annually.

3. Implementation of the RE Policy

a) The LEA Birmingham Agreed Syllabus

- Our RE curriculum is in accordance with the Birmingham LA Agreed Syllabus. We ensure that topics build on prior learning; There is a planned progression built into the scheme of work. An RE topic is taught every half term.
- Planning for Religious Education is based on the two Attainment Targets in the Agreed Syllabus:
 - ❖ Learning about Religions - Attainment Target 1 (AT1)
Learning **about** religion includes enquiry into and investigation of the nature of religion, its key beliefs and teachings, practices, their impacts on the lives of believers and communities, and the varying ways in which these are expressed.
 - ❖ Learning from Religions – Attainment Target 2 (AT2)
Learning **from** religion is concerned with developing pupils’ ability to reflect on and make responses about a religion being taught from their own experiences. It develops pupils’ skills of application, interpretation and evaluation of what they learn about religion, particularly to questions of identity and belonging, meaning, purpose and values, and communicating their responses.

b) Teaching and learning style

- We recognise that our children have differing abilities and so we provide suitable learning opportunities for all children by matching the task to the ability of the child, for example by;
 - i. Setting tasks which are open-ended and can have a variety of responses;
 - ii. Grouping children by ability and setting different tasks for each ability group;
 - iii. Providing resources of different complexity, adapted to suit children;
 - iv. Using classroom assistants to support the work of individuals or group of children;
 - v. Differentiating by outcome.

c) KS2 organisation

- Children in KS2 are taught RE in mixed ability class groups for the equivalent of approximately 60 minutes per week. Learning in RE will be taught discreetly as an area of study. Aspects of RE are also taught through Literacy, SEAL, PHSE, Collective Worship, assemblies and festival celebrations.

d) Planning formats

- Years 3 to 6 follow the RE Discovery Scheme which links with the Agreed Syllabus framework for long term planning and provides medium term plans to support staff in planning, delivering and assessing the learning and teaching of RE.
- Teaching staff use these medium term plans to support and develop their own short term planning.

e) Place Of Worship Visits/Visitors

- We aim to organise Place of Worship Trips during the year to support and complement the work in school and to promote links with the local community. We aim to invite more representatives of local religious groups to come into school and talk to the children in a sensitive manner.

f) Cross curricular

- Opportunities are used to draw RE experiences out of a range of activities in other subjects to enable children to apply and use RE in real life and academic contexts.
 - i. **English:** RE contributes significantly to the teaching of English by promoting the skills of reading, writing, speaking and listening
 - ii. **Information and Communication Technology (ICT):** We use ICT where appropriate to find, select and analyse information, through using a range of ICT resources and the internet. ICT can also be used to evaluate and improve presentation of their work.
 - iii. **Personal, Social and Health Education and Citizenship (PSCHE):** Through RE and our Values Project, we teach children about the values and moral beliefs that underpin individual choices of behaviour. RE promotes the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility.
 - iv. **Social and Emotional Aspects of Learning (SEAL):** Through RE education and our Values Project we encourage children to value their own beliefs and feelings while developing an understanding and respect for people who present different viewpoints.

g) Resources

- Resources are bought with the annually allocated RE budget and stored in school for use by all staff. The storing of the school's RE resources is organised by the Subject Leader.
- Resources within individual classes should be accessible to all pupils who should be encouraged to be responsible for their use.

h) Homework (please refer to the School's Homework Policy)

- Some activities relating to particular major festivals may be sent home to children so that they can practice for assemblies.
- Homework provides opportunities for children to:
 - a) practice and consolidate their skills and knowledge;
 - b) develop and extend their knowledge and understanding and
 - c) prepare for their future learning through out of class activities.

i) Parents/Carers

- The School aims to involve parents/carers in their children's learning as much as possible.
- Parents/carers have the opportunity to meet with child's class/set teachers at least three times a year at Parents meetings and receive a summative report during these sessions.

l) Subject Leader

- The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.
- They will achieve this by affecting the following key areas:
 - ❖ Strategic direction and development.
 - ❖ Learning and teaching.
 - ❖ Leading and managing staff.
 - ❖ Efficient and effective deployment of staff and resources.
- The Subject Leader will keep the Head teacher and other senior leaders informed about learning and teaching in RE and will provides an annual summary report (Subject SEF) about their work as Subject Leader and an evaluation of the strengths and areas for development for the subject.
- During the academic year the Subject Leader will have specific allocated time for subject self -evaluation activities.

4. The RE Lesson: Good Practice

- An Excellent RE lesson also links to the use of starters/introduction, a main teaching activity and a plenary or series of mini plenaries throughout the lesson if appropriate.
- Children should be given the opportunity to **Reflect** on an aspect of human experience in order to understand the relevance of the content being taught (AT2) i.e. use of picture, music, story, artifact, visualization, article.
- Children should be given the opportunity to **relate** their own experiences to the content being studied (AT1) i.e. sequencing, re-telling, role play, discussion.
- Children should be given the opportunity to **respond** to the content through their own personal experience in a thoughtful and constructive way (AT1/2) i.e. creative writing, making something, display work, hot seating.

5. Assessment, Record Keeping and Reporting (please refer to the School's Assessment and Teaching and Learning Policies)

- We assess children's work in RE by making informal judgements as we observe them during lessons and through marking diagnostically. Assessment is based upon the child's ability in understanding various ideas, beliefs, values, attitudes and behaviour. As well as the ability of a child to reflect on their own experiences and the experiences of others and respond to them in a thoughtful and constructive way.
- Children's standards and achievements in RE are assessed in line with the School's Assessment Policy. Assessment in RE for years 3-6 includes:
 - ❖ On-going Assessment for Learning (AfL) practices within class and group sessions, including the sharing of and reference being made to Learning Objective and Success Criteria and self and peer assessments of understanding, outcomes and progress;
 - ❖ Marking of children's work; against the shared Learning Objective and diagnostically (regularly in line with School expectations).
- Assessments are used diagnostically by teachers to evaluate learning and inform teaching and by teachers and senior leaders to evaluate individual and groups of children's standards and achievements and provision and to inform future provision and school development.

6. Inclusion

- Inclusion is about every child having educational needs that are special and the School meeting these diverse needs in order to ensure the active participation and progress of all children in their learning.
- Successful inclusive provision at Town Junior School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.
- Inclusive practice in RE should enable all children to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning.

Monitoring and Review

- The Head teacher, Senior Leadership Team and RE Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and RE Subject Leader will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.