



Working and learning together for success

Sarisbury Church of England Junior School

Religious Education Policy Statement November 2017

Living Difference confirms our commitment to an education that values religious and cultural diversity. It seeks to empower our pupils and address their responsibilities within the communities we serve.

It is intended to provide the basis of effective teaching and learning in religious education and, as a result, enhance understanding and collaboration across the diversity of belief and practice within our local communities and the wider world.

Sarisbury Church of England Junior School

Purpose

This policy defines Sarisbury Church of England Junior School's expectations for the teaching and learning of R.E. The religious education curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum follows the requirements of Living Difference III, the LA's Agreed Syllabus according to education's statutory duties.

Related documents

Vision Statement
Policy for Learning
Policy for Teaching
Policy for Marking
Policy for Collective Worship
Policy for Equal Opportunities
Policy for Race and Equality
Policy for Citizenship
Policy for P.S.H.E
Policy for Assessment

Sarisbury Church of England Junior School, in accordance with the 1996 Education Reform Act, provides Religious Education for all pupils at the school. Religious Education is taught in accordance with a locally agreed syllabus from Hampshire, Portsmouth and Southampton called **Living Difference III**. At Sarisbury Church of England Junior School, we provide opportunities for children to engage with key concepts within religious and non-religious life experiences. This will include developing the children's knowledge of Christianity and other major world faiths. Pupils are encouraged to ask and respond to challenging questions about purpose and meaning in life experiences. Children reflect on what it means to have a faith and to develop their own spiritual awareness.

Withdrawal from Religious Education

Parents have the right to withdraw their child from Religious Education provided they give written notification to the school. Teachers can exercise their right to withdraw from teaching the subject, but only after they have given notification to the governing body.

Our Aims

The aims of Religious Education are drawn from the Hampshire Agreed Syllabus and at Sarisbury CE Junior School we aim to:

1. Engage pupils in enquiry based learning about significant concepts/key ideas within religious and non-religious life experiences
2. Enquire into beliefs and practices of Christianity, Hinduism and Islam.
3. Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teaching of the principal religions represented in Great Britain.
4. Enhance their spiritual, moral, cultural and social development by:
 - Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them;

- Responding to such questions with reference to the teachings and practices of religions and to their understanding and experience;
 - Reflecting on their own beliefs, values and experiences in light of their study.
5. Develop respect for other people's right to hold different beliefs.
 6. Develop a positive attitude towards living in a society of diverse religions.

Our Strategies

At Sarisbury CE Junior School we seek to involve a wide range of strategies to meet the individual needs of our pupils in studying R.E. by providing:

- Material drawn from 3 major religions - Christianity, Islam and Hinduism. In line with the Hampshire Agreed Syllabus 'Living Difference III (2016)' the teaching of religions will reflect the fact that the religious traditions in Great Britain are in the main Christian.
- Planning around generic and some religion specific concepts such as pilgrimage, symbolism and resurrection. Links to Literacy and other foundation subjects are made where appropriate.
- A variety of resources are used, including books, artefacts, posters, DVDs, photos and people from local faith traditions.
- The opportunity to respond to material in a variety of ways. This may be through: poems, stories, speaking and listening activities, recounts, art work, drama, discussions and displays.
- Opportunities to share and discuss ideas about their work and the work of others
- Opportunities to work individually and in small or larger groups
- Suitable learning opportunities for ***all*** children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:
 - setting common tasks which are open-ended and can have a variety of responses;
 - providing resources of different complexity, adapted to the ability of the child;
 - providing resources that aid writing and reading skills in order to respond appropriately;

Assessment, Record Keeping and Reporting

In order to ensure continuity, progression and high standards of achievement in R.E. assessment for every child will include:

- Teachers will formatively assess through observations, written work and dialogue with children. In each unit, one step of the cycle is assessed. The school's assessment system is used to assess pupils against age related expectations as follows: B (below) C (Close to) S (achieving/secure) G (greater depth).

- A summative assessment of each child's progress over the year, involving each step of the concept cycle, is provided in their end of year report.
- Children's achievement in R.E. is matched against Living Difference III attainment descriptors (- simply describe – describe – explain)

Gifted & Talented, S.E.N.D and Equal Opportunities

The needs of Gifted and Talented pupils and pupils with SEN or EAL are recognised by the class teacher. All pupils are valued as individuals.

Pupils working at a Greater Depth

Pupils working at a greater depth in RE can reflect, enquire, contextualise, communicate and evaluate with ease and may be able to show they can do some or all of the following:

- Reflect on experiences with ease
- Asks insightful questions
- Acquires new religious vocabulary
- Appreciates feelings of being religiously committed and dedicated
- Appreciates forms of worship and beliefs
- Analyses information
- Formulates logical arguments
- Supports personal views with sound reasons and advice
- Displays original thinking
- Makes connections between and within religions
- Considers implications of beliefs and actions
- Describes religious experiences using appropriate methods to explain religious ideas

SEND and equal opportunities

RE offers pupils with SEND opportunities to:

- develop their self-confidence and awareness
- understand the world they live in as individuals and as members of groups
- bring their own experiences and understanding of life into the classroom
- develop positive attitudes towards others, respecting their beliefs and experience
- reflect on and consider their own values and those of others
- deal with issues that form the basis for personal choices and behaviour

In order to ensure equal opportunities, teachers will:

- set suitable learning challenges
- respond to pupils' diverse learning needs
- overcome potential barriers to learning and assessment for particular individuals and groups of pupils
- choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or modify the curriculum to remove barriers so all pupils have the opportunity to meet the same objectives.

Our R.E. Managers

The members of staff responsible for the management and development of R.E throughout the school from September 2015 are Lynn Hart and Kate Picken

It is the responsibility of the R.E. Managers to:

- Seek to enthuse pupils and staff about R.E. and promote high standards of achievement and high quality provision.
- Advise and support Year 3 and Year 5 staff in the planning, delivery and assessment of R.E.
- Regular moderation of work in R.E. to ensure consistency with assessment.
- Plan, deliver and assess Years 4 and 6 R.E. provision.
- Manage and develop resources for R.E.
- Ensure assessment tasks allow for children to demonstrate their abilities in R.E.
- Monitor and evaluate R.E. throughout the school.
- Keep up to date with current developments by attending courses, liaising with colleagues across from other schools within the diocese, and use this as a basis for staff development activities.
- To ensure all teaching staff teach R.E. according to the planning and relevant time allocations.

Our Success Criteria

We expect 75-80% of our children to attain standards in line with or above those stated in the Living Difference III attainment descriptors.