Widney Junior School



Religious Education (RE) Policy

Head Teacher- Mrs J. Bridges

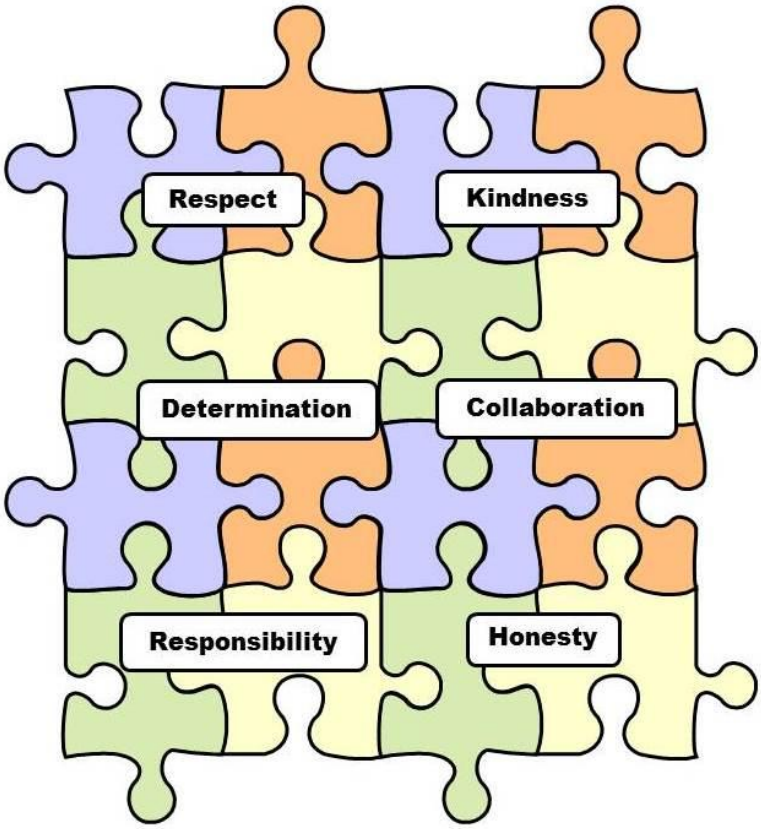
Chair of Governors- Mrs H. Barnes

Link Governor- Mr R. Morgan

Subject Lead- Miss L. Baker

Our school values

Through discussion by all members of the community including parents, children, teachers and governors, we hold the following values at the heart of our school:



These core values are held by our school and underpin all aspects of the taught curriculum at Widney.

Statement of intent

At Widney Junior School, our Religious Education (RE) curriculum aims to develop pupils' knowledge and understanding of Christianity, Sikhism, Islam, Hinduism and Judaism, alongside a range of religious and non-religious worldviews. Through the study of these beliefs and traditions, pupils develop an appreciation of diversity,

respect for others and an understanding of the role that religion and belief play in people's lives, communities and cultures.

Our RE curriculum encourages pupils to ask thoughtful questions, reflect on their own beliefs and values, and develop the knowledge and skills needed to engage respectfully with people from different faiths and worldviews. We aim to equip every child to make informed decisions about their own spiritual, moral, cultural and social development, enabling them to become, reflective and responsible members of society.

Through our RE curriculum, pupils will:

- develop secure knowledge and understanding of Christianity and other major religions and worldviews represented within the UK.
- gain an understanding of the different faiths, beliefs and worldviews represented within the Widney community.
- explore how religious beliefs and worldviews influence the ways people live, including their values, traditions, practices and choices.
- understand what it means to belong to a religious or non-religious worldview and recognise that individuals may express their beliefs in different ways.
- explore and respond to fundamental questions about life, meaning, belief and values with curiosity and respect.
- reflect on their own experiences, beliefs and values, while developing an understanding of the perspectives of others.
- develop an appreciation of the diversity of beliefs, cultures and traditions within modern Britain, recognising and challenging prejudice, discrimination and stereotypes.

- express and justify their own ideas and beliefs respectfully, while listening to and considering different viewpoints.
- develop enquiry and critical-thinking skills by asking meaningful questions, examining different perspectives and forming reasoned conclusions.
- develop spiritually, morally, socially and culturally, fostering mutual respect, empathy and positive relationships within our school and wider community.

Implementation

At Widney, RE is taught through weekly, bi-weekly lessons or as a blocked unit of work where appropriate, ensuring pupils have regular opportunities to develop their knowledge and understanding. Learning is carefully sequenced so that new knowledge builds upon pupils' prior learning, enabling them to make connections and develop an increasingly secure and deeper understanding of religions and worldviews as they progress through the school.

Lessons typically include:

- clear teacher input to introduce and develop key knowledge, vocabulary and concepts.
- opportunities to revisit and build upon prior learning, helping pupils to make connections between existing and new knowledge.
- opportunities for pupils to discuss and explore ideas as a whole class, in groups and with partners.
- the use of physical resources and artefacts, where appropriate, to support pupils' understanding of religious beliefs, practices and traditions.
- opportunities for pupils to ask questions, make connections and consider different religious and non-religious perspectives.

- an open-ended question at the end of each lesson, which pupils respond to using Padlet. These questions are designed to develop critical thinking and encourage pupils to draw upon evidence from their learning to explain and justify their ideas.

Impact

The impact of our RE curriculum is seen through pupils' developing knowledge, understanding and ability to think critically about religious and non-religious worldviews. As pupils progress through the school, they build upon prior learning, make connections between beliefs, practices and ways of life, and develop an increasingly secure understanding of the religions and worldviews studied.

Pupils demonstrate their learning in a variety of ways, including through written work, whole-class and group discussions, questioning and their responses to open-ended questions on Padlet. These opportunities enable pupils to apply their knowledge, express and justify their ideas using evidence from their learning, consider different perspectives and demonstrate respect for the views of others.

Teachers assess pupils' knowledge and understanding throughout lessons through questioning, discussion, observation and the pupils' work. Assessment is used to identify pupils' strengths and any gaps in understanding, informing future teaching and supporting pupils to make progress. Pupils receive appropriate feedback to support and develop their learning.

Progress in RE is recorded using the school's assessment system, Arbor. Teachers use the RE foundation marking book to record pupils' attainment against key learning objectives, which informs their summative assessment judgements. The RE subject leader monitors the effectiveness and impact of the curriculum through a range of activities, including scrutiny of pupils' work, pupil voice, observations, assessment information and discussions with teachers.

The subject leader uses this information to identify strengths and areas for development, support teachers in delivering an inclusive and ambitious RE curriculum and ensure that

all pupils are able to access and make progress within RE. The subject leader also reports on the quality and development of RE to the Governing Body.

The legal position of religious education

Religious Education is a statutory entitlement for pupils and forms an important part of the school curriculum. In accordance with the Education Act 1996, RE must reflect the fact that religious traditions in Great Britain are, in the main, Christian, while also taking account of the teachings and practices of the other principal religions represented in Great Britain.

RE contributes to pupils' spiritual, moral, social and cultural development and supports their understanding of the diverse beliefs and worldviews represented within modern Britain. At Widney Junior School, our RE curriculum is based on the locally agreed syllabus and is supported by the RE Today scheme and resources.

Parents and carers have the legal right to withdraw their child from all or part of Religious Education. Any parent or carer considering withdrawal is encouraged to discuss this with the Headteacher so that the nature and purpose of the RE curriculum can be explained and any concerns explored.

Inclusion and diversity

At Widney Junior School, we are committed to providing an inclusive RE curriculum that values and celebrates diversity. Consideration is given during curriculum planning and teaching to ensuring that a range of religions, beliefs, worldviews, cultures and perspectives are represented respectfully and accurately.

Pupils are provided with opportunities to reflect, discuss and share their ideas and opinions within a safe and respectful environment, in line with our whole-school values. They are encouraged to listen to and consider different perspectives, recognising that people may hold different beliefs and views.

All staff have a responsibility to promote equality and to challenge prejudice, discrimination and stereotypes. Through RE, we aim to develop pupils' respect, empathy and understanding of others, preparing them to become responsible and respectful members of modern British society.

RE is accessible to all pupils, who are provided with equal opportunities to access and participate fully in the curriculum.

RE curriculum planning

RE is planned in accordance with the locally agreed syllabus and is supported by the RE Today scheme and resources. Curriculum planning ensures that learning is carefully sequenced, with new knowledge and concepts building upon pupils' prior learning as they progress through the school.

The long-term plan identifies the religions, worldviews and key concepts studied within each year group, ensuring appropriate coverage and progression across Key Stage 2. Units are planned to provide opportunities for pupils to revisit prior knowledge, develop key vocabulary, make connections and deepen their understanding over time.

The RE subject leader oversees curriculum planning and works collaboratively with teaching staff to ensure that the curriculum is coherent, progressive and accessible to all pupils. Where meaningful and appropriate, links are made with other curriculum subjects to enrich pupils' understanding, while maintaining the distinct knowledge and disciplinary approaches of RE.

SEND

At Widney Junior School, teachers plan inclusive RE lessons to ensure that pupils with SEND are able to access and participate fully in the curriculum. Teaching is adapted appropriately to meet individual needs and remove barriers to learning, while maintaining high expectations for all pupils.

Teachers create an inclusive learning environment through carefully planned resources, appropriate scaffolding, reasonable adjustments and the effective deployment of additional adults. Depending on individual need, support may include:

- key vocabulary and visual prompts.
- hint sheets to support recall and understanding.
- sentence stems to support pupils in structuring and expressing their ideas.
- speech-to-text and dictation tools, including when responding to questions on Padlet.
- appropriate adult support and questioning.
- alternative ways for pupils to demonstrate their knowledge and understanding.

Resources

A range of RE resources is available to support teaching and enhance pupils' learning. Central resource boxes contain artefacts and materials relating to the religions and worldviews studied within our curriculum. These resources provide pupils with opportunities to explore religious objects and practices, helping to bring learning to life and encourage curiosity, questioning and discussion.

The school library bus and classroom libraries also provide a range of books and texts to support pupils' knowledge and understanding of religions and worldviews.

Monitoring and review

The coordination and planning of the RE curriculum are the responsibility of the subject leader- Miss L. Baker who also:

- supports colleagues in their teaching, by keeping informed about current developments in RE and providing a strategic lead and direction for this subject.
- gives the Headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in RE and indicates areas for further improvement.
- uses specially allocated management time to monitor RE across the school.
- The quality of teaching and learning in RE is monitored and evaluated by the Headteacher as part of the school's agreed cycle of lesson observations.
- This policy will be reviewed at least every two years.