



Southbourne Junior School **Religious Education (RE) Policy**

Policy Aims and Objectives

- To allow children the opportunity to express their beliefs and opinions about the meaning of life.
- To enable children to discuss ideas about the world in which they live and explore ideas about God/s.
- To give children the space to form their own thoughts about the meaning of life.
- To model to children how we can all show respect for the beliefs of others.
- To give children strong community values so they may live peacefully in the community with other people.
- To allow children develop their own identity and sense of “self”.

Teaching and Learning Style

Each teacher will plan sensitive and engaging lessons which take into account the range of capabilities within the class. The work may include:

- Allocated Religious Education time
- Educational videos to provoke discussion
- Team work sessions
- Class discussion
- Planned visits to religious buildings or sites
- Role play and drama work

RE curriculum planning

The RE curriculum is planned in accordance with the West Sussex Agreed Syllabus. The syllabus follows two strands:

1 Learning about religion

This includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues. Learning about religion covers pupils' knowledge and understanding of individual religions and how they relate to each other as well as the study of the nature and characteristics of religion.

2 Learning from religion

This is concerned with developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion. It develops pupils' skills of application, interpretation and evaluation of what they learn about religion. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, meaning, purpose and truth, and values and commitments.

We plan our RE sessions in a cross-curricular way. This means that some of the themes in this policy will be taught alongside other subjects and through:

- Circle time
- Discrete subject teaching
- Assemblies

The curriculum will be engaging and age appropriate. All children will be encouraged to express their opinions whilst respecting the views of the other members of our community.

Through our varied curriculum, we will encourage pupils to develop their sense of identity and belonging.

Teaching PSHE to children with special needs

All children will be included in Religious Studies lessons where their contribution will be celebrated. Lessons may be adapted, at the discretion of the teacher, to be accessible for all pupils concerned. All views and beliefs will be equally respected and all children should feel safe to express opinions in an honouring way.

Assessment and recording

- Teachers make informal observations through during lessons.
- Some evidence of RE work is recorded in each child's RE book. Also, this subject will often be taught through discussion such as:
 - Group work
 - Drama
 - Talk partners
 - Assembly topics
- Evidence can be in the form of planning, photos, individual pieces of work and links to the core theme objectives.
- There are no formal examinations in Religious Education. Teachers assess the children at the end of each half term as working towards the expected standard (WTS), at the expected standard (EXS) or at greater depth within the expected standard (GDS). Judgements are recorded on a central tracking document.
- Progress is reported to parents during parents evening and within the 'Religious Education comments' section of the child's end of year report.

Monitoring and review

The Religious Education subject leader is responsible for monitoring the standards of children's work and the quality of teaching. Evidence that children are having enriching RE lessons will be seen through their individual developments as people. This can only be assessed by speaking directly with a child or group of children. When this happens, it should be clear to the assessor that children have strong community values, are respectful citizens and have developed an further understanding of "self". A sample of children's books will also be collected termly and evidence is collected in a whole school Religious Education subject portfolio.