



SOUTHBOURNE JUNIOR SCHOOL

RE Policy

Our vision for RE:

All pupils experience an exciting and relevant RE curriculum which nurtures their curiosity about the world views locally and further afield. It aims to deepen their understanding that there are different people, with different views, in the world and what these are, empowering pupils to ask and answer questions and consider what they personally believe.

Aims:

- 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 to 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
- Team work
- Class discussions
- Education videos to provoke discussion and allow children to see different religions in real life contexts
- Use of articles of faith to support lessons and enhance learning about different faith communities
- Planned visits to religious buildings/sites
- Role play and drama work
- Opportunities to extend children's learning by encouraging creativity

RE curriculum planning

The RE curriculum is planned in accordance with the West Sussex Agreed Syllabus which states that during Key Stage Two (KS2) pupils should be taught the knowledge and skills to understand:

- Christianity;
- at least two other principal religions.

And where appropriate:

- a secular worldview.

At Southbourne we have chosen to study the Abrahamic religions of Christianity, Islam and Judaism as well as briefly touching on secular world views.

The syllabus follows five themes:

- A) Core concepts, beliefs, and ideas.** Pupils should be given the opportunity to learn about and understand the defining beliefs/concepts, ideas, and features of a particular religion/ worldview, where these ideas come from and diversity of interpretation.
- B) Practices – how people express their beliefs.** Pupils should be given the opportunity to learn about how people express their belief and faith as individuals, communities, societies, and the cultural traditions which are an expression of collective belief.
- C) Identity.** Pupils should be given the opportunity to learn about how religious believers express their beliefs in their daily lives and through significant communal actions, rituals, and traditions.
- D) Social Action.** Pupils should be given the opportunity to learn about the impact of personal and corporate actions of people of faith/ religious communities and organisations and their link with cultural heritage and British values.
- E) Explore Philosophical Questions.** Pupils should be given the opportunity to think about the nature of knowledge, existence, belonging and truth, ask philosophical questions, sharing and justifying their own beliefs and those of others.

We plan our RE sessions in a cross-curricular way. Continuity is ensured through the following processes:

- whole school curriculum map
- whole school RE overview
- year group RE knowledge, skills and progression map
- overview showing links between prior and future learning

The curriculum is engaging and age appropriate. All children are encouraged to express their opinions whilst respecting the views of the other members of our community. Through our varied curriculum, we encourage pupils to develop their beliefs, sense of identity and belonging. All views and beliefs will be equally respected and all children should feel safe to express opinions in an honouring way.

Inclusion

All children will be included in Religious Studies lessons where their contribution will be celebrated. We use adaptive teaching to ensure lessons are accessible for all pupils concerned. Various tools are used to support the learning of SEN children such as images, word banks, a range of activities for children to choose from as appropriate, adult support, videos, and concrete resources.

Assessment and recording

- Teachers make informal observations during lessons.
- Some evidence of RE work is recorded in each child's RE book or via ipad apps (e.g. SeeSaw).

- 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 using keyword hexagons which children cut out and stick into books, interconnecting and explaining what they mean and how they have connected them to display their learning from each unit. The children are assessed 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 be assessed by speaking directly with a child or group of children, as pupil conferencing. When this happens, it should be clear to the RE lead that children have strong community values, are respectful citizens and have developed a further understanding of "self".

Role of the Subject Leader:

The subject leader will monitor RE in a variety of ways:

- lesson observations
- book looks
- learning walks to monitor the learning environment
- pupil conferencing
- collecting data for pupil progress in RE

The leader will also support staff through CPD in staff meetings, disseminating information, ideas and resources.

Reviewed & Updated Jan 2023

Next Review Jan 2026