

	RE Policy		
	Member of staff responsible	Date Approved	Review Date
	Lindsay Kewley	Spring 2024	Spring 2026

Intent

Our Philosophy for Teaching Religious Education

At Newton Village Academy, we believe that a high-quality religious education will help pupils gain coherent knowledge and understanding, where they can articulate clearly and confidently their personal beliefs, ideas, values and experiences.

RE is taught using the 'Jigsaw RE' scheme. It adapts an enquiry-based approach to teaching and learning. Religious Education is a key player in engendering knowledge and understanding however, does not teach children to passively accept, but encourages evaluation and critical thinking, equipping them to consider beliefs and positions they encounter. Progression is evident through building upon the pupil's prior knowledge, allowing them to follow the steps of engaging and investigating the different religions, leading to the process of evaluating and expressing to ensure understanding and progress is made. This should inspire and build each child's 'religious literacy', helping them to understand the nature and diversity of religion and beliefs in the world in which they live and the relationships between different groups of society.

Our teaching of RE offers distinctive opportunities to promote pupils' spiritual, moral, social and cultural development allowing time for reflection, discussion, dialogue and debate. The Jigsaw RE scheme contributes to the British Values Agenda.

National Requirements

Religious Education – RE is by law, locally determined. The Cumbria Standing Advisory Council for RE – SACRE EYFS requirements are:

- Learners should experience enquiry based RE related activities from a range of world religions to contribute to the EYFS curriculum requirements

The National Requirements for teaching RE in KS1 are:

- Learn about the key features of Christianity
- Learn about key features of at least one other religion or non-religious worldview
- Learn about the place of religion and belief in their local community

The National Requirements for teaching RE in KS2 are:

- Learn about Christianity
- Learn about at least two other religions and /or worldviews
- Learn about the nature of religion and beliefs

Our Curriculum

To support the delivery of the Cumbria Agreed Syllabus we use Jigsaw RE to adopt an enquiry-based approach to teaching and learning.

Our curriculum is organised into the following areas:

- In Early Years, the Jigsaw RE allows the children through a variety of different themes to have the opportunity to explore and compare other major world religions in order to support their knowledge and understanding. These units support opportunities within the church calendar, with learning focusing in Christmas, Easter and new beginnings.

- KS1 focus on Christianity and Buddhism
- KS2 focus on Christianity, Buddhism and Islam

Implementation

Curriculum Organisation

We use Discovery RE's scheme as our main approach. It has been designed as a spiral curriculum with the following key principles in mind:

- **Cyclical:** Pupils return to the same skills and knowledge again and again during their time in primary school.
- **Increasing depth:** Each time a skill or area of knowledge is revisited it is covered with greater depth.
- **Prior knowledge:** Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

The curriculum covers three aims of RE, that enable our children to be

- Informed
- Expressive
- Enquiring and Reflective

Teaching & Learning Approach

Jigsaw RE is an enquiry-based approach to Religious Education, a different enquiry for every half term (6 per year) focusing on one religion at a time. **The aim is to deepen children's critical thinking skills through greater subject knowledge and also to allow their own spiritual development.**

Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. In Key Stage 1, Buddhism is covered and in Key Stage 2 Buddhism and Islam is taught. Humanist perspectives are added when appropriate in some enquires.

Each enquiry unit is taught over 6 lessons, but may be blocked over 3 half days to enhance learning.

Each enquiry has a learning objective which show the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Value Agenda.

Each enquiry has a big enquiry question e.g. Does going to a mosque give Muslims a sense of belonging? and this is explored with a 4-step process:

Engagement (How can I relate to the underpinning concept in my own world?)

Investigation (What do I need to learn about the religion in order to answer the big question)

Evaluation (How well can I apply this knowledge to the big question using critical thinking/evaluation skills?)

Expression (Can I express what difference this enquiry has made to me, my thinking and my starting point?)



Educational Trips and Visitors

Children in Reception and KS1 visit a local church.

Year 3/4 Children visit Church to attend 'flashback to Jesus'.

Year 3/4 Children visit Conishead Priory to develop a deeper understanding of Buddhism and places of worship.

Year 5/6 Children visit Dalton Church to explore features and develop a deep understanding of Christianity.

Year 5/6 visit St. Paul's Cathedral (London) as part of their residential.

Imran Kotwal from Muslim Learner Services delivers a whole school assembly and workshops to classes once a year.

Sakhya Prema from BHS Education delivers a whole school assembly and workshops to select classes once a year.

Classroom Organisation

(Inc Resources)

RE is taught is mainly taught in the classroom, or if the lessons require outdoors, or in the hall if more space is required.

Resources

Each year group has a list of resources they need in order to deliver their units of work.

All RE resources are stored in the Nursery Classroom and organised into the different religions.

Provision for Lower and Higher Ability

Differentiated guidance is available for every lesson to ensure that lessons can be accessed by all children and opportunities to stretch children's learning are available when required.

Extra-Curricular Activities

The school choir will be learning and performing Christian hymns and carols, as well as other songs from around the world and different cultures.

EYFS

During the foundation Stage, Discovery RE covers aspects of RE through big questions which focus on areas like special people, places, times and stories.

The Six EYFS big questions in Discovery RE are:

1. What makes people special?
2. What is Christmas?
3. How do people celebrate?
4. What is Easter?
5. What can we learn from stories?
6. What makes places special?

Parents

Parent are invited to attend Imran Kotwal's assembly. Parents support / help on school visits.

Transition to Secondary School

We work in close collaboration with our 'trust' secondary school, 'Furness Academy', to ensure our pupils' transition from primary to secondary is smooth and progressive.

Continuous Professional Development (CPD)

Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust RE curriculum.

Jigsaw RE offer ongoing support to us by:

- Offering a school mentor, always on hand to answer any questions and offer support and advice.
 - Giving password-protected access to the Discovery RE community Area on the website
 - Regular newsletters including updates and more teaching/learning ideas
- The Discovery RE will also deliver CPD courses to all staff.

Jigsaw RE offer the website www.jigsawpshe.online

as an ongoing hub of support. Staff are also able to access the CPD training courses from Muslim Learner Services.

Assessment

Formative Assessment

Teacher and self-assessment in RE is ongoing throughout each enquiry. Guidance is provided for every lesson on what to look out for in order to judge children's attainment and this on-going assessment is used to develop sessions to enable pupils to deepen their knowledge and understanding.

Summative Assessment

Jigsaw RE has a colour-coded assessment process with 3 age-related expectations for the end of each enquiry as well as summative descriptors at the end of each stage.

Impact

Whole School Tracking

Assessment results are input into a tracking spreadsheet which enables teachers, subject leads and SLT to monitor progress and attainment on a half termly and annual basis, as well as tracking between key stages.

Subject Monitoring

Progression of skills is monitored regularly through organising discussions with children to talk about what they have learnt, understood and remembered about what they have been taught.

Lessons are regularly visited to monitor the quality of teaching and learning.

Staff are encouraged to feedback at staff meetings in order to continuously improve our teaching and learning.

Impact on the Children

The impact of the R.E curriculum ensures that our pupils;

- Develop their own personal views and have a good understanding about Christianity in line with the Agreed Syllabus.
- Gain an understanding of other main world faiths and traditions represented locally, nationally and globally.
- Enables pupils to flourish individually within their communities and as citizens in a diverse society and global community.
- Equips pupils with an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews.
- Seeks to develop pupils' awareness of themselves.
- Play an important role in preparing pupils for adult life, employment and lifelong learning and enables pupils to appreciate their own and others' beliefs and their impact on individuals and societies.
- Encourage pupils to reflect on their own self-worth and uniqueness as human beings.
- Encourage pupils to be tolerant and accepting towards people with different beliefs and views to their own