



Poulner Junior School

Religious Education Policy

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Version	Reviewed	Ratified	Description of main changes	Signature
1.0	Nov 19	Dec 19	Policy updated in line with new statutory content	FC
1.1	Nov 20	Dec 20	Policy updated with new references to inclusion of non-religious belief systems	FC
1.2	June 23	March 24	Updated with new references Living Difference IV, the agreed syllabus for Hampshire, IOW and Southampton	FC

Next Review Date: Spring term (26-27)

Review Frequency: every 3 years

Other Documents referred to: Living Difference IV The Agreed Syllabus for Hampshire, The Isle of Wight, Portsmouth and Southampton

Poulner Junior School

Religious Education Policy

Vision

At Poulner Junior School, we believe that Religious Education supports children in developing respect for others and understanding of beliefs, practices and values, as well as encouraging self-awareness and their own spiritual, moral, social and cultural development. It gives them opportunities to explore religious and non-religious concepts whilst extending their thinking skills, creativity, imagination and emotional well-being. It helps to foster mutual understanding of different backgrounds, which will help children mature into respectful, empathetic, tolerant members of a multi-cultural society. It gives children the opportunity to develop and express opinions in a respectful climate, free from judgement or the promotion of one pathway over another.

Aims

- To enable children to understand the nature of beliefs, practices and values of a range of world faiths.
- To teach tolerance and respect, challenging prejudice towards people of different faiths though providing opportunities to develop an understanding of the value of living in a multicultural, multi faith society.
- To develop an understanding of the religious and non-religious concepts that underpin much of human experience.
- To encourage children's own spiritual, moral, social and cultural development.

Legal Requirement

In line with the statutory requirements, RE at Poulner Junior School curriculum is planned and taught in accordance with the Hampshire County Agreed Syllabus, Living Difference IV, and is concept rather than knowledge led.

Practice

The contribution of RE to the wider curriculum and spiritual, moral, social and cultural development:

We recognise the important contribution that the teaching of RE contributes to the development of children's spiritual, moral, cultural and social education. It is an integral part of the delivery of citizenship and is embedded within the British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

Through their spiritual development, the children gain personal insights from their experience of learning, enabling them to reflect on the significance of their learning, and to

connect it profoundly, creatively and healthily to themselves, other people, society and the environment.

Through their moral development, the children value diversity and engage in issues of truth, justice and trust, exploring the influence on moral choices of family, friends and the media, and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders.

Through their social development the children consider how religious beliefs lead to particular actions and concerns, investigating social issues from religious perspectives and recognising diversity of viewpoint within and between religions.

Through their cultural development the children promote understanding from a religious perspective through encounters with people, literature, the creative and expressive arts, and resources from differing cultures considering the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices, promoting racial harmony and respect for all, combating prejudice and discrimination.

Planning

All planning is in line with the Living Difference IV methodology – delivering the RE curriculum through the study of concepts.

Concepts are divided into three categories;

- A. concepts common to religious and non-religious experience
for example, remembering, specialness, freedom
- B. concepts common to many religions and that are used in the study of religion
for example, worship, the sacred, prophecy
- C. concepts that are particular to specific religions
for example, salvation and Umma

The cycle of learning, which may begin at step 1 or 4, develops different skills within each unit of work;

1. Inquire into the concept
2. Contextualise each concept within religious practice and belief
3. Evaluate each concept
4. Communicate own responses to each concept
5. Apply their own beliefs and practices to situations in their own and others' lives

Christianity is taught across all four year groups. In addition, Judaism is studied in the Lower School and Islam in the Upper School. Many units of work cut across these divides, looking at similarities and differences in human experience, and touch on other religions, non religious beliefs, e.g. Humanism, and cultures where relevant. There are

also opportunities to learn more about religious beliefs, practices and experiences when studying different geographical and historical topics.

The long term overview for RE provides continuity and progression across the school.

Medium term plans are available for each unit of work.

Curriculum Management

- The Subject Leader is responsible for the implementation, monitoring and evaluation of the scheme of work, resources and supporting colleagues.
- It is the responsibility of the year group, in liaison with the Subject Leader, to write medium term plans that will engage the children and ensure that all objectives are covered at an appropriate level.
- The Subject Leader is responsible for the purchase of resources as requested by Year Groups.

Assessment, recording and monitoring

Assessment of RE will be through a combination of informal judgments based on observations and written responses during lessons. Children's progress in RE is reported to parents annually.

- For each unit of work one skill of the cycle of enquiry will be assessed; across the year the whole cycle of enquiry will be assessed.
- Year groups are responsible for evaluating planning and progress and are to liaise with the Subject Leader when planning needs amending.
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Inclusion

- All children are given equal access to an appropriate Religious Education curriculum, which is differentiated according to their needs, subject to the right to withdraw.

Use of IT

- Where it is deemed appropriate, IT will be used to deliver and enhance the RE curriculum.

Visitors and visits

- Where possible, and appropriate, visits to places of worship will support units of work e.g. Local churches in Y3 and a mosque in Y5.
- Where possible, and appropriate, visitors from a range of faiths will be invited to share their experiences, practices and beliefs to support units of work.

Right of withdrawal

Religious Education is taught in accordance with the requirements of the 1988 Education Act (updated in 1996) which requires that RE is taught to all pupils other than those withdrawn at the request of their parents. In addition, teachers' rights are also safeguarded, should they wish to withdraw from the teaching of RE.

In the event that parents or carers wish to withdraw their children from all or part of the curriculum, we would encourage them to discuss their concerns with either the RE Subject Leader or the Head Teacher in order to have a full understanding of the nature of the RE curriculum and its teacher before making a final decision. We would request that any withdrawal is put in writing, although this is not a requirement.