



Dovecot Primary School



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| Date of review | <i>Summer 2023</i> |
| Reviewed by | <i>R Dornan</i> |
| Signed | <i>R Dornan</i> |
| Next review date | <i>Summer 2024</i> |

Religious Education Policy

DOVECOT PRIMARY SCHOOL

VISION STATEMENT

Learning together, growing together

Curriculum Intent Statement

At Dovecot Primary School the curriculum is designed to recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Children leave our school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Our core values:

- Excellence in all areas of school life.
- A broad and challenging curriculum.
- Engaged and motivated children.
- High standards of behaviour and expectations.
- A love of lifelong learning.
- Strong and positive relationships within the community.

"Education's starting point should not be about us. It should be about them, their needs, their aspirations and goals."

(Dr Maggie Atkinson, Children's Commissioner for England September 2013)

As a school we aim to celebrate the diversity of all nationalities, cultures and faith groups and offer a welcoming and inclusive environment for all our pupils, including new arrivals and pupils who have English as an additional language.

We follow the Jigsaw RE syllabus. Children are taught to understand and respect the importance of religious beliefs in the world around them. We aim to ensure that the RE curriculum is challenging, dynamic and relevant to pupils of all ages. The Jigsaw curriculum is a spiral curriculum and builds on pupils prior learning and knowledge as they progress.

In the Foundation Stage, RE is taught through topics based upon the children's own lives and experiences, seasonal, and cultural celebrations - while introducing them to the experiences and beliefs of others around them, in the local community and the wider world. Within Key stage 1 and 2 RE is aimed to support pupils in their own coherent patterns of values and principles, and to support their spiritual, moral, social and cultural development, building on the foundations in other faiths and beliefs started in the EYFS.

Children are taught how to discuss, debate and disagree in a respectful way. They explore some of the big questions about life, as well as exploring religious artefacts, festivals and rituals. The teaching of RE is enhanced by visits to religious buildings, visits from different community members and the celebration of different faiths in assemblies and class.

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf)
- RE : realising the potential Ofsted 2013 (www.ofsted.gov.uk/resources/religious-education-realising-potential)
- A Curriculum Framework for RE in England, REC 2013 (<http://resubjectreview.recouncil.org.uk/re-review-report>)

The Importance of Religious Education

Religious Education is an exciting and stimulating subject, which contributes dynamically to children's education by posing challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. It makes a significant contribution to spiritual, moral, social and cultural development and community cohesion. In RE, pupils learn about religions and world views, in local, national and global contexts to discover, explore and consider different answers to these questions.

RE delivers the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other types of evidence, which equip pupils with systematic knowledge and understanding of a range of religions and world views. Through exploration of their own beliefs,

ideas, values and identities and study of those of others, pupils develop an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews and therefore play an active role in developing a cohesive and compassionate society.

RE enables pupils to understand their own place in a society where people have differing ways of seeing and appreciating the world and through exploration of similarities and differences within faiths and world views, pupils can articulate clearly and coherently their personal beliefs, ideas, values and experiences, while respecting the rights of others and responding in an informed and thoughtful way.

RE is a key subject for the teaching and learning of compassion, empathy, reflection and philosophical thinking. It supports development of the ability to articulate difficult concepts and profound values and the exploration of answers to life's deep questions. By examining issues relating to both the positive outcomes of faiths and beliefs and the way in which conflicts and misconceptions can have their roots in religious ideas, pupils develop their understanding of the wider world and the power of faiths and beliefs within contemporary society. RE can therefore contribute in a significant way to the prevention of extremism.

The RE curriculum is determined by the local Advisory Council on Religious Education (SACRE), which is responsible for producing the locally agreed syllabus for RE. Agreed Syllabuses used in schools (maintained or academy), which are not designated with a religious character must 'reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain'. Schools with a religious designation may prioritise one religion in their RE curriculum, but all schools must recognise diverse religions and systems of belief in the UK both locally and nationally. Linked directly to the Liverpool locally agreed syllabus we use Jigsaw RE as our scheme of work.

RE is provided for all pupils, and is inclusive and broad minded. The school does not support selective withdrawal from RE.

Aims and Purposes

By following Jigsaw RE Dovecot Primary School we intend that Religious Education will:

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.

- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children’s own spiritual development**

Organisation

Jigsaw RE covers all areas of RE for the primary phase, Christianity plus at least one other religion is taught in each year group. We operate a spiral curriculum where the Christianity units for Christmas and Easter are taught at the same time across each Key Stage; additional religions are taught at different times in different year groups but build on and are linked to previous learning for this religion.

The grid below shows specific enquiries for each year group. We use the term Worldview below to encompass both religions and worldviews.

Foundation Stage:

| Jigsaw RE Enquiry | Worldview studied: |
|---------------------------------|---|
| What makes people special? | Christianity, Judaism |
| What is Christmas | Christianity |
| How do people celebrate? | Islam/Judaism |
| What is Easter? | Christianity |
| What can we learn from stories? | Christianity, Islam, Sanatana Dharma, Sikhi |
| What makes people special? | Christianity, Islam, Judaism. |

Year 1:

| Jigsaw RE Enquiry | Worldview studied: |
|--|---------------------------|
| What do Christians believe about God? | Christianity |
| What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? | Christianity |
| Who is God to Muslims? | Islam |
| Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? | Christianity |
| Who is God to the Jews? | Judaism |
| Is Shabbat important to Jewish children? | Judaism |

Year 2:

| Jigsaw RE Enquiry | Worldview studied: |
|---|---------------------------|
| Is it possible to be kind to everyone all of the time? | Christianity |
| Why do Christians believe God gave Jesus to the world? | Christianity |
| Does visiting the synagogue help Jewish children feel closer to God? | Judaism |
| How important is it to Christians that Jesus came back to life after his crucifixion? | Christianity |
| How important is the prophet Muhammad to Muslims? | Islam |
| How important is the Qur'an to Muslims? | Islam |

Year 3:

| Jigsaw RE Enquiry | Worldview studied: |
|---|---------------------------|
| How do Jewish beliefs, teachings and stories impact on daily life? | Judaism |
| Has Christmas lost its true meaning? | Christianity |
| Could Jesus heal people? Did He perform miracles or was there some other explanation? | Christianity |
| What is 'good' about Good Friday? | Christianity |
| Does praying at regular intervals help a Muslim in their everyday lives? | Islam |
| What is the best way for a Sanatani to lead a good life? | Hinduism |

Year 4:

| Jigsaw RE Enquiry | Worldview studied: |
|---|---------------------------|
| What is the best way for a Muslim to lead a good life? | Islam |
| What is the most significant part of the nativity story for Christians today? | Christianity |
| What is the best way for a Jew to lead a good life? | Judaism |
| Is forgiveness always possible for Christians? | Christianity |
| Does visiting the Ganges make a person a better Sanatani? | Hinduism |
| Do people need to go to church to show they are Christians? | Christianity |

Year 5:

| Jigsaw RE Enquiry | Worldview studied: |
|---|---------------------------|
| How are sacred teachings and stories interpreted by Jews today? | Judaism |
| Is the Christmas story true? | Christianity |
| How can Brahman be everywhere and in everything? | Hinduism |
| How significant is it for Christians to believe that God intended Jesus to die? | Christianity |
| Does belief in Akhirah (life after death) help Muslims lead a good life? | Islam |
| Does belief in the Trinity help Christians make better sense of God as a whole? | Christianity |

Year 6:

| Jigsaw RE Enquiry | Worldview studied: |
|--|---------------------------|
| What is the best way for a Muslim to show commitment to God? | Islam |
| How significant is it that Mary was Jesus' mother? | Christianity |
| Is anything ever eternal? | Christianity |
| How did Jesus create a "New Covenant" and what does that mean to Christians today? | Christianity |
| Do beliefs in Karma, Samsara and Moksha help Sanatanis live good lives? | Hinduism |
| How do inspirational people impact on how Humanists live today? | Humanism |

Programmes of Study

Knowledge and understanding of RE is gained through the exploration of 'deep questions or enquiries, which enable pupils to develop skills of enquiry and critical thinking. They will develop the ability to describe, explain and analyse religious concepts through investigation, reflection and response which will enable them to understand and appreciate the nature (what it is), significance (why it is important) and impact (what difference it makes) of religious and nonreligious beliefs and worldviews. This model promotes the style of enquiry recognised as good practice by Ofsted.

Jigsaw RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of teaching and learning theories and the need for adaptive teaching. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied. Learning is assessed and children have opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Planning and Evaluation

Medium term planning is carried out by staff directly teaching the content, following the Jigsaw Scheme. Planning is checked and monitored by the RE subject leader. Additional monitoring includes book scrutiny and pupil voice interviews.

Assessment, recording and reporting

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions, recorded work and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly. In line with non-statutory guidance issued by the RE Council in 2013 (cited on page 1) descriptors of these aspects utilise age-related expectations of working towards, working at the expected attainment and working beyond.

The role of the subject leader

- To advise colleagues, where necessary, on the use and development of Jigsaw RE linked to the Liverpool Agreed Syllabus.

- To take responsibility for the purchase and deployment of central resources for Religious Education.
- To keep self and other staff up to date with developments in Religious Education by relevant reading, INSET and policy development and update.
- To monitor and evaluate progress in Religious Education and liaise with the head teacher on necessary action.
- To liaise with appropriate bodies e.g. other schools, governors, the LA etc about matters relating to Religious Education.

Inclusion

In order to provide all pupils with relevant and appropriate work at each stage, and in line with our SEND Policy, we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning
- Ensure all staff play an active part in RE lessons to ensure all children can access the activities.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for each other's' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care. For this reason, we provide the Jigsaw RE Charter.

Teaching Sensitive and Controversial Issues

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions.

Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression

Resources

Jigsaw RE lists all resources needed for each upcoming lesson in the lesson plan for the previous lesson.

Additionally, resources including books and topic boxes on all faiths are available for the teaching of Religious Education. These are located:

- In the RE Resource boxes in the staffroom

These are shared resources for the whole school. Any requests for new resources should be passed to the RE subject leader.

Homework

Homework in Religious Education will be set in line with school policy.

Links with other subjects

RE can make significant contributions to other parts of the school curriculum. It is key to children's spiritual, moral, social and cultural development and can help them to learn how to respect and celebrate difference. It also contributes to personal development and citizenship and can promote a better understanding of equality, diversity and British Values. Links should be made across all subjects where appropriate, in line with our curriculum.

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- *SMSC Policy*
- British Values
- Prevent Strategy

Health and safety

There are no particular health and safety issues surrounding this subject. All appropriate risk assessments are carried out in relation to visits and visitors.