


# Jesse Gray Primary Religious Education Policy



Head Teacher Signature:	
Date Adopted:	May 2023
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## 1 Aims and objectives

“**Religious education** is a statutory subject with a non-statutory programme of learning in the new primary curriculum. The Education Act 1996 requires schools to offer religious education to all children, unless their parents withdraw them from the provision. All schools, other than voluntary-aided schools and those of a religious character, must teach RE according to the locally agreed syllabus.’**The Agreed Syllabus for RE in Nottingham City and Nottinghamshire Intentions, Implementation and Impact 2021-2026**’

Religious education enables children to investigate and reflect on some of the most fundamental questions asked by people. At Jesse Gray, we develop the children’s knowledge and understanding of the major world faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of a divine spirit. We enable children to develop a sound knowledge not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children to learn from religions as well as about religions.

1.2 Our objectives in the teaching of RE are, for all of our children:

- to develop an awareness of spiritual and moral issues arising in their lives;
- to develop knowledge and understanding of Christianity and other major world religions or value systems adhered to in the UK and the understanding of peoples with no faith;
- to develop an understanding of what it means to be committed to a religious tradition;
- to be capable of reflecting on their own experiences, and of developing a personal response to the fundamental questions of life;
- to develop an understanding of religious traditions, and an appreciation of cultural differences in the UK today;
- to develop their investigative and research skills, in order to hold reasoned opinions on religious issues;
- to have respect for other people’s views, and hence to celebrate diversity in society.
- to understand, embrace and demonstrate British values in their day to day conduct

## 2 The legal position of religious education

2.1 Our school curriculum for RE meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that religious education is compulsory for all children, including those in the FS2 who are less than five years old. The ERA allows parents and carers to withdraw their child from religious education classes if they so wish, although only after they have given written notice to the school governors. The ERA also allows teachers to refuse to teach religious education, but only after they have given due notice of their intention to the school governors. The religious education curriculum forms an important part of our school’s spiritual, moral and social teaching. It also promotes education for citizenship. Our school RE curriculum is based on the Notts Agreed Syllabus (NAS), and it meets all the requirements set out in that document. The ERA states that the RE syllabus should reflect the fact that religious traditions in Great Britain are, in the main, Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

## 3 Teaching and learning

3.1 We base our teaching and learning in RE on the key principle that good teaching in RE allows children both to learn about religious traditions and to reflect on what the religious ideas and concepts mean to them. Our teaching enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

3.2 Our teaching and learning styles in RE enable children to build on their own experiences and to extend their knowledge and understanding of religious traditions. We use their experiences at religious festivals such as Easter, Diwali, Passover, etc. to develop their religious thinking. We organise visits to local places of worship, and invite representatives of local religious & other groups to come into school and talk to the children.

3.3 Children carry out research & exploration into religious topics. They study particular religious faiths and also compare the religious views of different faith & non faith groups on topics such as rites of passage or festivals. Children investigate religious and moral issues either individually or in groups. Sometimes, they prepare presentations on a computer and share these in assemblies.

3.4 We recognise the fact that all classes in our school have children of widely differing abilities, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways, e.g. by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping the children by ability in the room, and setting different tasks for each ability group;
- providing resources of different complexity, adapted to the ability of the child;
- using classroom assistants to support the work of individuals or groups of children.

#### 4 RE curriculum planning

4.1 RE is a core subject in the National Curriculum. We plan our RE curriculum in accordance with the **The Agreed Syllabus for RE in Nottingham City and Nottinghamshire Intentions, Implementation and Impact 2021-2026**. We ensure that the topics studied in RE build on prior learning. We offer opportunities for children of all abilities to develop their skills and knowledge in each unit, and we ensure that the progression planned into the scheme of work offers the children an increasing challenge as they move through the school.

4.2 We carry out the curriculum planning in RE following the units as set out in the Notts Agreed syllabus and to include non- religious world views:

4-5s Reception	Developing a growing sense of the child's awareness of self, their own community and their place within this, children will encounter Christianity and other faiths found in their own classroom, simply.
5-7s Key Stage 1	<b>A minimum of two religions are to be studied.</b> Christianity and at least one other religion (Judaism is the recommended example). Religions and beliefs represented in the local area.
7-11s Key Stage 2	<b>A minimum of three religions are to be studied.</b> Christianity and at least two other religions (Hinduism and Islam are recommended).

All children study Easter and Christmas. A spiral curriculum approach is used so that an appropriate short sequence of lessons coincides with these key festivals during the year, enabling progression for every child. Learning activities are planned with increasing challenge and no repetition to ensure the gains in understanding are clear.

4.3 Our medium-term plans give details of each unit of work for each half term. These are stored electronically on our school intranet. The RE subject leader reviews these plans.

4.4 The class teachers write short term plans for each lesson outlining the specific learning objectives, success criteria and expected outcomes. These are kept by the year group teachers & monitored by the RE, Subject Leader, in line with our strategic monitoring calendar. All plans are on the school intranet.

#### 5 The Foundation Stage

5.1 We teach RE to all children in the school, including those in the FS2 classes.

5.2 In FS2 classes, RE is an integral part of the topic work covered during the year. As part of the EYFS, we relate the RE aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. Much of the RE learning is done through play and story.

#### 6. Jesse Gray Visits Offer

All children are offered the chance to visit different places of worship throughout their time at Jesse Gray. Visits are closely aligned to units of work as set out in the Notts Agreed Syllabus. Children will visit:

Year 1 Time travelling at Southwell Minster(Christian)

Year 2 A synagogue (Judaism)

Year 3

Year 4 A Mandir (Hinduism)

Year 5 A Mosque (Islam)

Year 6 The National Holocaust Centre

All Year groups including FS - The local Christian Church (Easter and Christmas)

#### 7. RE days

We work closely with our school community to provide cultural experience days for the children to explore different cultural celebrations. This is tailored to and reflects the cultural make - up of Jesse Gray. These currently include Eid, Diwali (Sikh and Hindu), Chinese New Year, Wesak.(Buddhism)

## **8 Contribution of RE to the teaching in other curriculum areas**

### **8.1 English**

RE contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in Literacy have religious themes or content, which encourages discussion, and this is RE's way of promoting the skills of speaking and listening. We also encourage the children to write letters and record information, in order to develop their writing ability.

### **8.2 Personal, social and health education (PSHE) and British Values**

Through our RE lessons, we teach the children about the values and moral beliefs that underpin individual choices of behaviour. So, for example, we contribute to the discussion of topics such as smoking, drugs and health education. We also promote the values and attitudes required for citizenship in a democracy by teaching respect for others and the need for personal responsibility. In general, by promoting tolerance and understanding of other people, we enable children to appreciate what it means to be positive members of our pluralistic society. Our lessons and assemblies promote these values: Mutual Tolerance, Respectful Attitudes, Democracy, The Rule of Law and Individual Liberty. (See lesson plans, assembly rotas, class PSHE folders and School Council minutes)

### **8.3 Spiritual, moral, social and cultural development**

Through RE in our school, we provide opportunities for spiritual development. Children consider and respond to questions concerning the meaning and purpose of life. We use comparative approaches to recognise the perceived differences between right and wrong, through the study of moral and ethical questions. We enhance their social development by helping them to build a sense of identity in a multi-cultural society. Children explore issues of religious faith and other values and, in so doing, they develop their knowledge and understanding of the cultural context of their own lives.

## **9 RE and ICT**

9.1 ICT enhances RE, wherever appropriate, in all key stages. The children select and analyse information, using the Internet and CD-ROMs. They also use ICT to review, modify and evaluate their work, and to improve its presentation. Older children use PowerPoint to help them to make presentations on various topics, such as sacred symbols in different world religions. Younger children can take photographs and use desktop software to create a special book in which each pupil has his or her own page; they also make a cover and binding for the book, and draw up a set of rules for its use. A digital video camera can record a visit to a place of worship, and pupils can also find the various artefacts in churches by doing virtual tours on church websites.

## **10 RE and inclusion**

10.1 At our school, we teach RE to all children, whatever their ability and individual needs. RE forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our RE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Equality Policy; Most Able & Talented Policy; English as an Additional Language (EAL).

10.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

10.3 We enable all pupils to have access to the full range of activities involved in RE. Where children are to participate in activities outside the classroom (a visit to a Synagogue, for example, that involves a journey), we carry out a risk assessment for the activity, to ensure that the activity is safe and appropriate for all pupils.

10.4 Jesse Gray is currently a Dyslexia Friendly School; this allows us to not only meet the needs of children with dyslexia but other pupils within the school; evidence suggests that more children benefit when dyslexia friendly approaches are used throughout the school. All teaching and support staff have received in-school training on dyslexia. We aim to ensure that our school is 'dyslexia friendly' by using a variety of teaching styles and resources.

## **11 Assessment for learning**

11.1 Children demonstrate their ability in RE through a variety of different ways. More lessons at Jesse Gray are of a discursive and interactive format in RE. Younger children might, for example, act out a famous story from the Bible, whilst older pupils might produce a Journey of Life Map or a piece of Art expressing their view of God. Many activities involve discussion, brainstorming, questioning and reasoning skills within a group. Teachers will assess children's work in RE by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher informally assesses the work and gives the child written or verbal feedback to help guide progress. Older children are encouraged to make judgements about how they might improve their work in the future or be asked questions to deepen their awareness. The teacher will record the attainment and effort grades on the yearly report. This information is used to assess the progress of each child, for setting new goals, and for passing information on to the next teacher at the end of the year. Lessons can be very discussion and group based and written work is not always a prerequisite of the lesson. AFL opportunities can be done informally on post it notes, thought bubbles, self-reflection tools and is not always evidenced in a written task.

11.2 Assessments are made using the progression steps pyramids within the Agreed Syllabus 2021-2026. At the end of the year the teacher makes a summary judgement about the learning of each pupil in relation to his or her expected level of attainment in terms of effort & progress. This is reported to parents/carers within the Annual Report; & a copy of this information is passed on to the next teacher at the end of the year.

11.3 The RE subject leader samples children's work and talks to a representative set from each Year group to gain a view about progression and standards across the school.

## **12 Resources**

12.1 We have a range of resources in our school to be able to teach all our RE teaching units. We keep teacher resources for RE in a central store in the Year 6 corridor. We also have equipment to support units of work; comprising a collection of religious artefacts which we use to enrich teaching in RE. The Notts education library service has a good supply of RE topic books and we often make trips to places in our community to enhance learning e.g. the synagogue. Our school intranet holds planning and teaching sequences for our RE units of study.

## **13 Monitoring and review**

13.1 The coordination and planning of the RE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in RE and providing a strategic lead and direction for this subject;
- gives the head teacher a summary reports in which s/he evaluates the strengths and weaknesses in RE and indicates areas for further improvement;
- Uses specially allocated regular management time to review evidence of the children's work, planning and to observe RE lessons across the school.
- The quality of teaching and learning in RE is monitored and evaluated by the subject leader & head teacher as part of the school's agreed strategic monitoring calendar.

13.2 This policy will be reviewed at least every two years by Strategy Govs.

**Signed: J.Warren**

**Date: 23.5.23**

