

Name of school	Ashfield Junior School
Date of policy	June 2024
Member of staff responsible	Kirsty Bailey
Review date	June 2025

## Introduction

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that *“Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils”*.

Religious Education is taught in our school because it makes:

*“...a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world”*. (RE: realising the potential, Ofsted 2013).

This fits with our school vision of:

- supporting our children to show respect for themselves and others so that they become reliable, tolerant and trustworthy members of our inclusive school and community;
- ensuring our children are confident, independently motivated and resilient in order to achieve beyond their expectations and play a full part in a diverse society;
- encouraging reflection, open-mindedness and a sense of curiosity about the world around our children and their place within it.

Ashfield Junior School is a Community school. We deliver RE in line with the Locally Agreed Syllabus - Cumbrian Standing Advisory Council for Religious Education (SACRE) and use the Jigsaw RE programme as our scheme of work.

## Aims of our RE, using the Jigsaw RE Scheme of Work

Jigsaw RE meets the requirements of our locally agreed syllabus and is aligned to the non- statutory guidance described above.

By following Jigsaw RE at Ashfield Junior 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.

**Jigsaw RE Content**

Jigsaw RE covers all areas of RE for the primary phase. At Ashfield Junior School, Christianity plus one Abrahamic global religion (Islam) and one Dharmic global religion (Buddhism) is taught using the Jigsaw RE enquiries in each year group. The grid below shows specific enquiries for each year group. These enquiries have been specifically chosen to ensure there is continuity, coherence and progression. Knowledge of the other global religions; Hinduism, Sikhism and Judaism are taught through festivals at specific times of the year during assemblies and RE themed days.

**Year 3:**

Jigsaw RE Enquiry	Worldview studied:
Could Jesus heal people? Did He perform miracles or was there some other explanation?	Christianity
Does praying at regular intervals help a Muslim in their everyday lives?	Islam
Is it possible for everyone to be happy?	Buddhism

**Year 4:**

Jigsaw RE Enquiry	Worldview studied:
Do people need to go to church to show they are Christians?	Christianity
What is the best way for a Muslim to lead a good life?	Islam
What is the best way for a Buddhist to lead a good life?	Buddhism

**Year 5:**

Jigsaw RE Enquiry	Worldview studied:
What is the best way for a Christian to show commitment to God?	Christianity
What is the best way for a Muslim to show commitment to God?	Islam
What is the best way for a Buddhist to lead a good life? (Right Living and Intention)	Buddhism

**Year 6:**

Jigsaw RE Enquiry	Worldview studied:
Is anything ever eternal?	Christianity
Does belief in Akhirah (life after death) help Muslims lead a good life?	Islam
How are Buddhist teachings interpreted by believers?	Buddhism

**Whole School:**

Diwali Festival	Hinduism
Festival of Baisakhi	Sikhism
Shavout Festival	Judaism

**How RE is organised in our school**

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.

*"Christianity plus the same Abrahamic or Dharmic global religion as in KS1 and another global religion from a different tradition (Abrahamic or Dharmic)",* (Cumbrian Agreed Syllabus for RE 2023). Christianity, Islam and Buddhism are taught discretely, using the Jigsaw RE enquires, by the class teacher over the course of the 3 terms at Ashfield Junior School. The children will experience the 3 other principle religions global religions at relevant times of the year, for example specific religious festivals through assemblies, visitors, workshops and visiting places of worship.

**SEND Provision**

Jigsaw RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will add to the planning to meet the needs of the children in their classes. To support this, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers adapt the teaching, each enquiry has exemplars for those children working towards the learning objective, at the expected level for this age group and those working beyond the expected level of achievement.

**Assessment**

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 and recorded work within the enquiry to assist the teacher in assessing whether a child is working at the expected level, towards or beyond it.

### **Monitoring**

The RE leader monitors delivery of the programme through discussion with teaching staff, as well as discussions with children and scrutiny of the RE Big Books and evidence on Earwig to ensure consistent and coherent curriculum provision. Monitoring is conducted on the basis of 4 active ingredients:

Active Ingredient 1 - Enquiry Questions from Jigsaw RE scheme of work are used to plan and deliver year group specific learning of Christianity, Islam and Buddhism by all teachers;

Active Ingredient 2 - Children are taught the Enquiry Questions for each religion as a 4-step enquiry (equivalent to 6 lessons over a term);

Active ingredient 3 - Children are given the opportunity to use their subject knowledge and apply it to the enquiry question – this could be a written piece of work or discussions recorded on Earwig;

Active ingredient 4 - Expectation descriptors and exemplifications used to assess children working towards, at or beyond after completing the Enquiry Questions for each religion.

### **External contributors**

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights.

External contributors from the community, e.g. local Priest, members/speakers from other religions etc make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

### **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.

### **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. *(Church schools may wish to include a comment regarding upholding the Christian ethos of the school whilst still respecting the beliefs and views of others).*

### Withdrawal from RE lessons

Parents/carers have the right to withdraw their child from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. No reasons need be given. Where parents have requested that their child is withdrawn, their right must be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed.

As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

### Policy Review

This policy is reviewed annually.

	Signed Headteacher SFrost
Date of review:	10.6.24
Date of next review:	