

At Ashfield Junior School, the overarching curriculum aim is to support our children in showing respect for themselves and others so that they become reliable, tolerant and trustworthy members of our inclusive school and community and to encourage reflection, open minded-ness and a sense of curiosity about the world around them and their place within it.

## Intent

By following the Jigsaw RE Scheme of Work, the intention is that our Religious Education curriculum 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;
- develops children’s’ knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development;
- encourage children 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 children to build their sense of identity and belonging, which helps them flourish within their communities and as citizens in a diverse society;
- teach children to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice;
- prompt children 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.

## Implementation

“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. The children will experience the three 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.

Enquiry Questions from Jigsaw RE Scheme of Work are used to plan and deliver year group specific learning of Christianity, Islam and Buddhism by class teachers. Pupils are taught the Enquiry Question for each of the three religions as a 4-step enquiry:

**Step 1/Lesson 1– Engagement** (children’s own experiences)

## Religious Education statement

**Step 2/Lessons 2, 3 and 4 – Investigation** (children learn about the subject knowledge of the religion)

**Step 3/Lesson 5 – Evaluation** (draws together the children’s learning and their conclusions about the key question of that enquiry)

**Step 4/Lesson 6 – Expression** (children reflect on how this enquiry might have influenced their own starting point/beliefs/experiences.

Children are given the opportunity to use their subject knowledge and apply it to the enquiry question in the form of a written piece of work or as discussion recorded on Earwig.

### Impact

The impact of our RE curriculum is sought using the Jigsaw RE expectation descriptors and exemplifications to assess children working towards, at or beyond after completing the Enquiry Question for each of the three religions. It also comes directly from the children, as surveys and questionnaires are used to gather their voices and experiences of RE. Independent and/or group work is displayed in class RE big books and is evidenced with a variety of outcomes, including written pieces and art work. Photographs and videos of children’s discussions and responses are recorded on Earwig. This is all monitored on a termly basis by the subject leader.