

# RIVERVIEW JUNIOR SCHOOL



## Religious Education Policy

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Review every other year

## Riverview Junior School Religious Education Policy

### Vision

100% of our children will be personally and academically ready for the next stage of their educational career by:

### Intent

At Riverview Junior School we provide a diverse, challenging and inspiring curriculum that enables children to develop confidence, resilience and a sense of achievement at every level. All pupils will be taught the importance of individuality and the need to respect others and the environment - both local and across the wider world. We educate and enable the children of our future to grow into well-rounded citizens.

### Key Aspirations

This vision is enshrined in key aspirations:

- An absolute focus on raising the educational and personal standards for all.
- For Riverview to be a model of excellence within the Pathway trust and have an impact beyond their own site for the good of the children across the area.
- Partnering for Performance to develop a collaborative, supportive and nurturing environment for all stakeholders
- Raising Attitude & Aptitude to ensure we are consistently good or better.
- **WELL BEING** is paramount for ALL and children learn in a safe, fair and fun environment which leads to life-long, independent learning

We are aiming to promote educational and personal standards. The promotion of our personal standards are strengthened through our Core Values:



### Rationale for RE:

RE 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'.

RE 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).

## RE POLICY

**RE fits with our school Core Values, in particular that of 'Respect'. By teaching pupils about different religions - and encouraging them to learn, question and debate - we teach them to have respect for other people's beliefs and pride in their own.**

Riverview Junior School teaches RE in line with national guidelines and follow the Kent Agreed Syllabus for Religious Education as to form the basis for our scheme of work.

**This RE policy is informed by current national guidance:**

RE in English Schools: Non-statutory guidance 2010

RE: realising the potential Ofsted 2013

A Curriculum Framework for RE in England, REC 2013

### **Aims**

Riverview Junior School's principal aim is for RE to explore big questions about life, to find out what people believe and what difference this makes to how they live, so that pupils can make sense, and develop an understanding of, different religions, reflecting on their own ideas and ways of living.

By following the Kent Agreed Syllabus at Riverview Junior School we intend that our Religious Education curriculum will:

- Adopt an enquiry based approach, in the form of a key question for each term/s, 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.

### **Teaching and Learning**

At Riverview Junior School, RE is taught as a discrete subject weekly during PPA sessions. The school uses a variety of teaching and learning styles in RE lessons. We do this through a mixture of whole-class teaching and individual or group activities. Within lessons, we give children the opportunity to work both on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

Resources provided for lessons should include ICT, photographs, religious artefacts, books, art materials, videos and visitors/experts.

The Kent Agreed Syllabus covers all areas of RE for Key Stage 2. Each year group will study different world religions (Christianity, Islam, Judaism and Hinduism) across the year, although there will be a Christian focus for some units.

### **Assessment for Learning**

Each term of work will be assessed using the sequential learning objectives and statements. Then on a bi-termly basis the attainment data will be recorded on Target Tracker. The sequential learning termly learning objectives will support teachers in making a best fit assessment for the children's attainment (emerging, expected or exceeding – in relation to age related expectations) over the course of the term, and address any gaps which it raises.

### **Differentiation**

In all classes there are children of differing abilities and with different skills. We recognise this fact and provide suitable learning opportunities for all children - including those who may be academically more able (AMA) or those who have additional needs (AEN) - by matching the challenge of the task to the ability of the child. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. Teachers know the class they are teaching, and are expected to tailor their lessons to best meet the various needs of their students.

### **Monitoring**

The RE subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in RE. The subject leader is responsible for supporting colleagues in the teaching of RE, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The subject leader will complete an annual report where they evaluate the strengths and areas for development in the subject.