



Ranvilles Junior School Policy for Religious Education

1. ACCESSIBILITY

This policy is available in large print or Braille. Please contact the school office who will be happy to arrange this for you.

2. PURPOSE OF POLICY

The purpose of this policy is to provide information on the teaching and learning of Religious Education at Ranvilles Junior School.

Date for next review: April 2024

3. INTRODUCTION

Religious Education prepares children for adult life and employment as it provides opportunities to develop their capabilities to interpret, evaluate and respond to different values and beliefs of faiths in the local, national and whole world communities. It also gives them opportunities to participate in debates and discussions about international issues, to encounter different societies and cultures and to foster mutual understanding and respect between different members of the global community.



4. REFERENCES

Living Difference IV – Hampshire, Portsmouth, Southampton and the Isle of Wight agreed syllabus.

5. AIMS

At Ranvilles Junior School we aim to give children opportunities to:

- Enquire into concepts which are common to all people, shared by many religions or distinctive to particular religions.
- Contextualise concepts in religious belief and practice.
- Evaluate concepts to make informed judgements about religious belief and practice.
- Apply and communicate their personal response to a concept, considering their own values and those of others' considering religious and non-religious perspectives.
- To make links with our school learning values (evaluation, perseverance, independence, challenge, cooperation and collaboration, and creative thinking).
- Enjoy and achieve through learning about themselves and others.
- Develop spiritually, morally, socially and culturally.
- Weave the 'Golden Threads' concepts: community, belonging, special and love introduced by the Living Difference IV curriculum.
- Through the introduction of 20% pondering time, include opportunities for children and young people to make some choices about what they would like to encounter and study in religious education. Enabling the school to give children opportunities 'to speak and think and act in the world'.

6. POLICY

6.1 Principles

At Ranvilles Junior School we believe children should be taught:

- To ask questions, collect evidence and analyse information in order to draw conclusions.
- To identify and explain their own and others' views about religious issues and communicate to a variety of audiences.
- To use a variety of primary and secondary religious sources (eg. Religious texts, images, artefacts, visitors and visits to places of worship), subject specific language and ICT in religious enquires.
- To deepen their understanding of their own and others' beliefs, fostering tolerance and respect for people with different faiths and beliefs to themselves.



6.2 Procedures

- As recommend by Living Difference IV, children will study three main Abrahamic religions and four Dharmic religions whilst at Ranvilles Junior School: Christianity (the predominant religion studied throughout the whole key stage), Judaism and overview studies into Buddhist and Hindu practices in years 3 and 4 and Islam and overview studies of Sikhi and Humanist core beliefs in years 5 and 6.
- Three units for each year group contextualise through Christianity with the other two contextualising in Judaism and Islam and one unit exploring Buddhist, Hinduism Sikhism or Humanist (dependent on year group)
- Units of work follow the guidance set out in Living Difference IV, the Local Agreed syllabus for Hampshire, Portsmouth, Southampton and the Isle of Wight.
- Every unit has a clear concept identified and follows the process for a cycle of enquiry as set out in Living Difference IV where children: enquire, contextualise, evaluate, communicate and apply skills and learning.
- Teachers use planning from the local authority as a starting point for their teaching and personalise for the needs of their children.
- Children are assessed against the Living Difference IV age-related expectations to evaluate impact and good standards.
- The Religious Education leader monitors the outcomes for pupils and the impact of teaching on their learning and reports to the curriculum leader once per term.
- Annual review of Religious Education resources to support teaching and learning
- Links with KS1 and KS3 will build on knowledge and transition.
- External training is available for the Religious Education leader who in turn will facilitate training for teaching colleagues.
- Parents have the right to withdraw their children from Religious Education lessons in consultation with the Headteacher.



6.3 Responsibilities

The Religious Education leader will:

- Keep up-to-date with developments/initiatives in Religious Education, whole school planning (including health and safety guidance) and assessment (including moderation of exemplars and pupil interviews).
- Lead staff training and the management of resources.
- Liaise with the advisory service, key stage one and three (as appropriate).
- Plan and organise field trips and give advice on offsite procedures.

Teachers will:

- Deliver planned units of work.
- Be responsible for the use of resources and assessment of individual pupils, monitoring health and safety guidance, and maintaining books to a high standard.

Children will:

- Appropriately and thoughtfully engage with resources.
- Produce work to a high standard and demonstrate a range of skills.

6.4 Planning and Assessment

- Religious Education is planned in units of work for each year group and other knowledge and skills taken from the Locally Agreed Syllabus for Hampshire, Portsmouth and Southampton has been used to write the units of work. Possible ICT links are included in medium term planning. Many of the planned
- units have cross curricular links (i.e., literacy, history, art and music) Opportunities for Speaking and Listening and Trail blazers are included in the planning
- Children are assessed against the Living Difference IV age-related expectations for Religious Education.
- Teacher Assessment (Call In Data) is collected each term using the following criteria; 3 = below age-related expectations, 2 = achieving age-related expectations, 1 = above age-related expectations.
- The Religious Education leader uses a range of monitoring activities to write an Evaluation and Impact Statement on the effectiveness of teaching and learning in RE for the term. This statement will then inform the RE leader's actions in the next half term.
- The Headteacher will report the impact of RE provision to governors through written and verbal reports
- Health and Safety areas of potential risk are detailed in the planning.



6.4 Resources

- Religious Education resources are stored in two areas of the school. Bibles are stored in the lower school common area whilst resources to support units of work are stored in the central resources area.
- An inventory is kept by the Religious Education leader who has responsibility for ordering resources. Teachers are responsible for reporting damaged or lack/loss of resources to the Religious Education leader.
- Details of which resources to use are included in the medium term planning.
- Visits include the Church and Synagogue in year 3 and the Mosque in year 5.
- Links with the local church, St Johns Church for RE and Collective Worship

6.5 Monitoring

The Religious Education leader is responsible for monitoring the effectiveness of the planning and for analysing the result of teacher assessment through termly 'Call In Data' (teacher assessment). The Religious Education leader is also responsible for collecting samples of work when available and to interview pupils on the impact of the Religious Education curriculum eg during PPA time.

6.6 Evaluation

The Religious Education leader will evaluate the effectiveness of planning and resources through results of the 'Call In Data', work samples and discussion with colleagues and pupils. They will identify actions for improvement for the next term and initiate support for improvement.

6.7 Review

The documents from the evaluation process will be used when reviewing and rewriting units of work and implementing appropriate professional development for teaching staff.



6.8 Reporting Progress

This policy will be reviewed by the Religious Education leader, the Head Teacher and the Governors every two years and pupil progress will be reported to parents using the 'Call In Data' process annually.

7. APPENDICES

None.