

LEYS FARM JUNIOR SCHOOL
RELIGIOUS EDUCATION POLICY 2020

Introduction

At Leys Farm Junior School (LFJS) we believe it is of upmost importance for our children to learn from and about religion. This is incredibly important as it will allow the children to better understand the world in which they live.

Aims and Objectives at LFJS

We are dedicated to ensuring that children have as broad and as developed an understanding of the world they live in as possible and we aim to nurture tolerance and respect to all, through our teaching of Religious Education (RE). Through the curriculum, we aim to introduce children to as many different world religions and viewpoints as we can and allow them to develop the skills and knowledge that will help them communicate effectively with a wide range of groups and allow them to make informed decisions in regards to their own religious viewpoint.

RE at LFJS is taught in accordance with the statutory guidance and legal requirements. These are that:

- the basic curriculum will include provision for religious education for all pupils on the school roll;
- the content of RE shall reflect the fact that religious traditions in Great Britain are in the most part Christian, while taking into account the teaching and practices of other principle religious traditions represented in Great Britain;
- the RE which is provided, shall be in accordance with the locally agreed syllabus for North Lincolnshire.

Within the framework of the statutory guidance and the Agreed Syllabus in RE at LFJS are;

- for children to develop an awareness, respect and interest in the multi-faith community they are part of;
- to provide children opportunities to explore the beliefs and practices of a wide range of world religions and viewpoints;
- to promote understanding, awareness, respect and sensitivity to the traditions of other groups of people;
- to provide children with opportunities to visit local places of worship and to come into contact with believers of different faiths to nurture their curiosity. We aim for this to then foster children's enquiry and reflection skills;
- to provide an environment in which children can develop positive attitudes, mutual respect and tolerance towards people who hold views and beliefs different to their own;
- to appreciate the way that religious belief shape life and behaviour of faith followers.

Intent

At LFJS, we are dedicated to ensuring our children are given ample opportunity to acquire and develop knowledge of the worlds religions which then allows them to make reasoned and informed judgements about religion, including their own viewpoint. RE is taught throughout school in a way which reflects our school's overall ethos and philosophy; to develop well rounded, tolerant, informed

and respectful individuals. We also focus on British values, which further strengthens to the tolerance and respect we instil in our children, particularly in RE. We feel it is important for children to understand the importance and the impact religious beliefs have on communities and provide them with opportunities for reflection about their own and other people's experiences, values and ideas. We encourage reflection within RE lessons and give children opportunities to ask questions and also draw similarities and differences between religious practices.

Implementation

At LFJS, we use the Agreed Syllabus for Religious Education as developed by East Riding of Yorkshire, Hull City, North Lincolnshire and North East Lincolnshire as the basis for our curriculum. This Syllabus is divided into termly units, which all of our classes follow. We take into account our overall curriculum topic and adapt the order in which the units are taught each year, as appropriate to allow for as close a link as possible. We aim to teach Christianity and another religion in each year group, so that by the time the children reach Year 6, they have been introduced to as many world religions as possible as well as some other viewpoints including Humanism and Jainism. The religions we currently cover are:

- Christianity;
- Sikhism;
- Hinduism;
- Judaism.

We strongly believe that this allows for a wide, balance and broad view of the main world religions from all of our children and allows them the opportunity to reflect and develop a respectful understanding of a wide variety of religious communities.

Through RE lessons, we believe it is important for children to have the opportunity to reflect and discuss what they have learnt. Children are encouraged to do this within lessons by class teachers, and links are always made to prior learning to help children gain a "bigger picture" of how their learning fits into the context of knowledge previously gained. In the Agreed Syllabus, areas of understanding are divided into:

- Beliefs and Practices;
- Identity and Values;
- Meaning and Purpose.

Our learning is implemented in a range of ways, we learn about different religious festivals and ceremonies. We research individuals who hold importance to different world religions and by learning about different religious communities- religious codes of conduct, how belonging to a faith feels and how this impacts a follower's day to day life. This, we feel, gives our children a well-rounded view of world religions and of the people who follow each faith.

Impact

As we follow the Locally Agreed Syllabus, our RE Curriculum is broad and balanced. It is full of content and opportunities for knowledge to be further developed as children move throughout school. Children consistently receive 1 hour per week RE teaching, which allows time for consolidation of skills and knowledge being taught.

In Lower Key Stage Two, children focus on the appropriate units as laid out in the Locally Agreed Syllabus:

- Year 3 units- 3.1 Remembering, 3.2 Faith Founders, 3.3 Encounters
- Year 4 units- 4.1 Belief in the Community, 4.2 Saints and Heroes, 4.3 Our World.

Throughout LKS2 children are given a wealth of knowledge and skills linked to these topics. Through their RE learning, children are taught to begin to make links between their own lives, and the lives of others in the local and wider community. They begin to develop an understanding of other people's cultures and ways of life including festivals, traditions and religious rituals and routines.

In Upper Key Stage Two, children focus on the appropriate units as laid out in the Locally Agreed Syllabus;

- Year 5 units- 5.1 Expressions of faith, 5.2 Faith in action, 5.3 Pilgrimage
- Year 6 units- 6.1 Justice and Freedom, 6.2 Living a Faith, 6.3 Hopes and Visions.

UKS2 then builds upon the foundations laid in LKS2 in that children continue to make explicit links between their own lives and the lives of others in the wider community and are consistently challenged to develop their understanding of a range of other cultures - giving them a broad and balanced view of the world in which they live, having learnt about at least 5 world religions by the time they leave at the end of Year 6.

The children at LFJS enjoy learning about other religions and are also curious as to the lives of others around the world, and in the local community live. It is important for us to educate children as to why some people choose and why some people choose not to follow a religion and what could motivate this choice as well as then examining the impact this choice has on an individual's life.

Monitoring and Reviewing

We monitor and review the impact and implementation of the teaching of RE at LFJS by:

- sharing and scrutiny of planning;
- sharing of work produced in children's books;
- informal moderation across year groups;
- discussions and sharing of good practice/new ideas;
- attending relevant CPD and staff training- staff to then share this with teaching staff, usually through staff meetings;
- termly assessments, in line with foundation subject assessments;
- subject reports being submitted to Headteacher/SLT (completed by subject leader);
- subject leader completing action plan- shared again with Headteacher/SLT.

RE Curriculum Planning

At LFJS, we are following the Locally Agreed Syllabus. As we currently have mixed year classes, children are not necessarily following the unit that corresponds to their age. However, we do aim for children to have been taught as many of the units as we can by the time they leave Year 6. For example, a Year3/4 class may do all year 4 units one year but all Year 3 units the next. This needs to be adapted every year depending on the class mixes that we have to ensure children are not repeating content. The long-term plan, created by the subject leader, maps out the specific RE units that each year group

will cover, a medium term details each unit and the specific objectives that will be taught and the short-term plan specifies the resources and activities for each weekly lesson.

Teachers take the objectives from the given Agreed Syllabus unit and consider their class' current attainment and how best to teach the relevant skills and knowledge. Staff produce a medium-term plan outline the whole terms planning for the specific RE unit as well as a weekly foundation plan, on which RE is included. The consideration of all the needs of all children in the class are considered (including SEN-D, EAL and G&T) and activities are planned which will engage, motivate and develop children into religious literate members of society.

Assessment

We assess RE in line with our school's Assessment Policy, mainly using teacher assessment including marking and feedback. RE is assessed as all other foundation subjects, where a class is assessed against the objectives for the unit of learning they have just finished. These assessments are completed termly (after each unit) and are shared with the RE subject leader. As in all areas of the curriculum, questioning is an effective assessment strategy as this reflects children's understanding at the time and high order questions can be asked to deepen thinking. Questioning can also be utilised to address any misconceptions. Marking and feedback is another valuable assessment tool, with next steps often given which encourage the children to think a little bit deeper or help to consolidate the learning. Children are encouraged to respond to feedback, usually at the beginning of the next lesson.

British Values

British Values are incredibly important to our teaching of RE. All teachers are passionate in ensuring children are taught to be tolerant and respectful to all. This comes through knowledge rich teaching and learning as well as modelling of such attitudes from all staff in school. Children are exposed to a wide range of religions and each are covered with sensitivity and fairness, ensuring any prejudice or misconceptions are eradicated as soon as possible. We ensure that our RE lessons reflect the diverse and multi-cultural world we live in and children understand the views and beliefs of different cultures, learning to respect and understand them with valuable knowledge shared with them by their teachers.

Cultural Capital

Teachers are passionate about the teaching of RE at LFJS and recognise the importance of delivering well planned, well resourced and well researched RE lessons. Lessons in which children are given the relevant, valuable knowledge to help them advance in their understanding. Activities are carefully considered and lessons are planned well to ensure children receive as wide and as diverse view of present-day life, as we can provide. A view which reflects the local community and stretches out to the global community. It is important to us at LFJS that children are taught high quality RE as this means they are introduced to cultures and beliefs in a safe environment where they can be given the context to help them understand others. This is something children may not otherwise be exposed to; an environment where they are able to learn, ask questions, reflect and delve deeper into communities they perhaps wouldn't come across without our RE lessons. Teachers' confidence in the subject knowledge and understanding of potential areas of misconceptions or any gaps in knowledge are vital. Similarly, planning opportunities for the children to gain first hand experiences by visiting

local places of worship or hearing from faith followers visiting out school, allows children to access something they would not otherwise have access to.

Resources

- we have a non-fiction library in UKS2 where there are some information books on a range of religions;
- iPads/Computers for children to use for further research or to use within lessons;
- a further non-fiction area is to be developed in LSK2;
- room 5 has a wide range of resources including religious artefacts and articles of religious clothing;
- <http://www.eriding.net/all-ages/religious-education/>

Reviewed: November 2020

To be reviewed ready for new Agreed Syllabus in September 2021.