



RE Policy

Name of school	St Stephen's Junior School
Date of policy	8/07/26
Member of staff responsible	David Raffell
Review date	8/07/27

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 values of Kindness, Creativity and Honesty

St Stephen’s Junior School is an Academy school. We deliver RE using the Jigsaw RE programme as our scheme of work.

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/DCSF-00114-2010.pdf)
- RE : realising the potential Ofsted 2013 (www.ofsted.gov.uk/resources/religious-education-realising-potential)
- A Curriculum Framework for RE in England, REC 2013 (<http://resubjectreview.recouncil.org.uk/re-review-report>)

The aims of our RE, using the Jigsaw RE Scheme of Work

Jigsaw RE meets the requirements of our chosen curriculum for RE and is aligned to the non-statutory guidance described above.

By following Jigsaw RE at St Stephen’s 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. The grid below shows specific enquiries for each year group. We use the term Worldview below to encompass both religions and worldviews.

Year 3:

Jigsaw RE Enquiry	Worldview studied:
Does visiting the Ganges make a person a better Sanatani?	Sanatana Dharma
Has Christmas lost its true meaning?	Christianity
What do some deities tell Sanatanis about God?	Sanatana Dharma
What is 'good' about Good Friday?	Christianity
Do Sikhs think it is important to share?	Sikhism
Does praying at regular intervals help Muslims in their everyday lives?	Islam

Year 4:

Jigsaw RE Enquiry	Worldview studied:
How do Jewish beliefs, teachings and stories impact on daily life?	Judaism
What is the most significant part of the nativity story for Christians today?	Christianity
What motivates Humanists to lead good lives?	Humanism
Is forgiveness always possible for Christians?	Christianity
Does completing a pilgrimage make a person a better Muslim?	Islam
What is the best way for a Muslim to lead a good life?	Islam

Year 5:

Jigsaw RE Enquiry	Worldview studied:
How can Brahman be everywhere and in everything?	Sanatana Dharma
What is the best way for a Christian to show commitment to God?	Christianity
Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives?	Sanatana Dharma
How significant is it for Christians to believe that God intended Jesus to die?	Christianity
How far would a Sikh go for their religion?	Sikhism
What is the best way for a Muslim to show commitment to God?	Islam

Year 6:

Jigsaw RE Enquiry	Worldview studied:
What is the best way for a Jew to show commitment to God?	Judaism
Do Christian celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity
How do inspirational people impact on how Humanists live today?	Humanism
Is Christianity still a strong religion over 2000 years after Jesus was on Earth?	Christianity
How is the Qur'an vital to Muslims today?	Islam
Does belief in Akhirah (life after death) help Muslims lead a good life?	Islam

How is RE organised in this 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.

RE is taught discreetly with one block taught as an enquiry for a worldview each term meaning children will learn about and investigate six enquiries during an academic year.

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, for children in KS1 and 2, 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

Teachers are eager to ensure children are making progress throughout their RE learning. Therefore, each enquiry is assessed during the term that it is taught. This is carried out using evidence gathered during weekly lessons alongside monitoring of discussions that the class have and is recorded during or once a lesson has finished. Additionally, Jigsaw RE has an assessment piece as part of each enquiry which directs the children to complete an open-ended task which is also used as an opportunity to assess the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This collective evidence is used to decide whether a child is working at the expected level, working towards this level or at a greater. Children are assessed over three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question.

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly. In line with non-statutory guidance issued by the RE Council in 2013 (cited on page 1) descriptors of these aspects utilise age-related expectations of working towards, working at the expected attainment and working beyond.

Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class. This information is then used to enable assessment of pupils against the Enquiry objectives which is recorded on the school "insighttracking" platform. This supports teacher overview and facilitates subject leader monitoring and moderation.

Reporting to Parents/Carers

The assessment process described above helps teachers report to parents/carers. Jigsaw RE enquiries give teachers meaningful evidence to cite in reports.

The Attainment Descriptors

The attainment descriptors contained within Jigsaw RE are 3 fold to match with what the majority of schools are using, although their language may be different.

Monitoring and evaluation

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher voice evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

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. The British Values agenda is intrinsic to Jigsaw RE.

External contributors from the community, e.g. local clergy, local 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 monitored with material shared prior to the event 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 others' 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. For this reason we provide the Jigsaw RE Charter.

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.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through:

- * Response to RE comments on reports
- * Curriculum newsletters
- * Displays
- * RE curriculum related events

Withdrawal from RE lessons

Parents/carers have the right to withdraw their children 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 school may also wish to review such a request each year, in discussion with the parents.

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.

Training and support for staff

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs and relevant support is provided.

Dissemination

This policy is available on our school website where it can be accessed by the community. Copies are available from the school office on request from parents/carers.

Policy Review

This policy is reviewed annually.