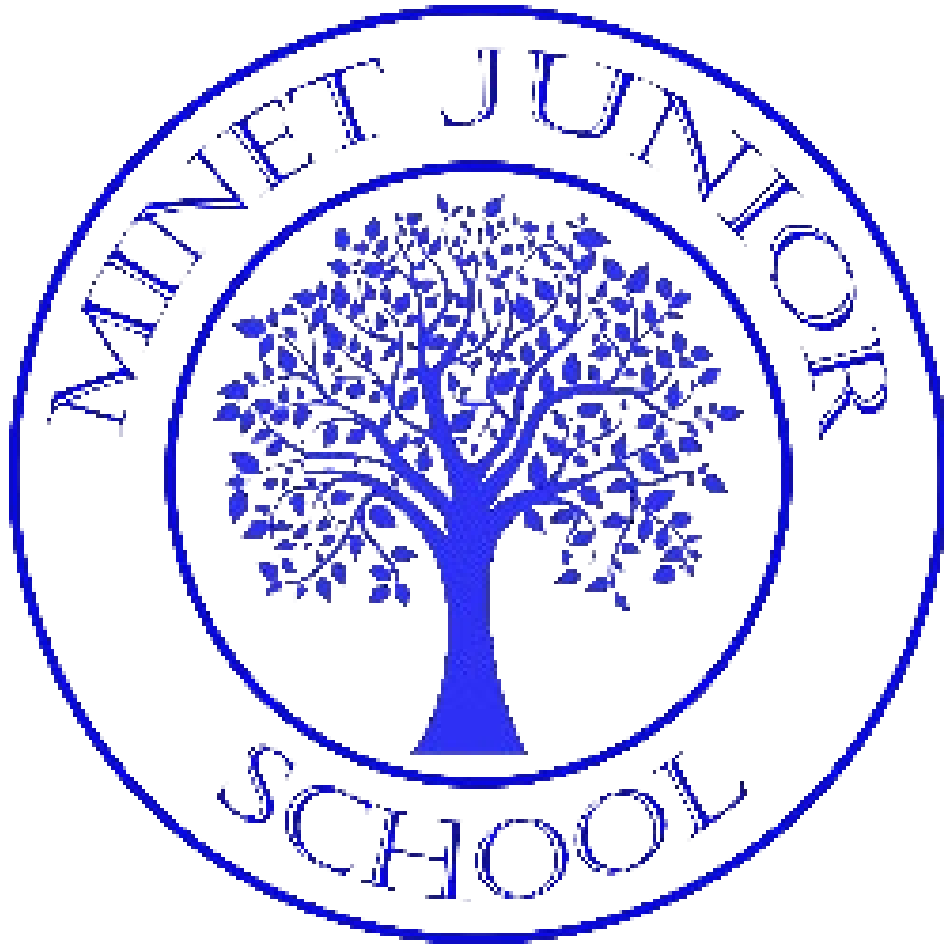


Minet Junior School



Religious Education Policy 2024

Completed by Ravinder Sangha

Religious Education Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><u>Theme:</u> Diwali</p> <p><u>Key Question:</u> Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p><u>Religion:</u> Hinduism</p>	<p><u>Theme:</u> Christmas</p> <p><u>Key Question:</u> Has Christmas lost its true meaning?</p> <p><u>Religion:</u> Christianity (Concept: Incarnation)</p>	<p><u>Theme:</u> Jesus' miracles</p> <p><u>Key Question:</u> Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p><u>Religion:</u> Christianity Concept: Incarnation</p>	<p><u>Theme:</u> Easter - Forgiveness</p> <p><u>Key Question:</u> What is 'good' about Good Friday?</p> <p><u>Religion:</u> Christianity (Concepts: Salvation/Gospel)</p>	<p><u>Theme:</u> Hindu Beliefs</p> <p><u>Key Question:</u> How can Brahman be everywhere and in everything?</p> <p><u>Religion:</u> Hinduism</p>	<p><u>Theme:</u> Pilgrimage to the River Ganges</p> <p><u>Key Question:</u> Would visiting the River Ganges feel special to a non-Hindu?</p> <p><u>Religion:</u> Hinduism</p>
Year 4	<p><u>Theme:</u> Beliefs and Practices</p> <p><u>Key Question:</u> How special is the relationship Jews have with God?</p> <p><u>Religion:</u> Judaism</p>	<p><u>Theme:</u> Christmas</p> <p><u>Key Question:</u> What is the most significant part of the Nativity story for Christians today?</p> <p><u>Religion:</u> Christianity Concept: Incarnation</p>	<p><u>Theme:</u> Passover</p> <p><u>Key Question:</u> How important is it for Jewish people to do what God asks them to do?</p> <p><u>Religion:</u> Judaism</p>	<p><u>Theme:</u> Easter</p> <p><u>Key Question:</u> Is forgiveness always possible for Christians?</p> <p><u>Religion:</u> Christianity Concept: Salvation</p>	<p><u>Theme:</u> Beliefs and Practices</p> <p><u>Key Question:</u> What is the best way for a Jew to show commitment to God?</p> <p><u>Religion:</u> Judaism</p>	<p><u>Theme:</u> Prayer and Worship</p> <p><u>Key Question:</u> Do people need to go to church to show they are Christians?</p> <p><u>Religion:</u> Christianity</p>
Year 5	<p><u>Theme:</u> Beliefs into Action</p> <p><u>Key Question:</u> How far would a Sikh go for his/her religion?</p> <p><u>Religion:</u> Sikhism</p>	<p><u>Theme:</u> Christmas</p> <p><u>Key Question:</u> Is the Christmas story true?</p> <p><u>Religion:</u> Christianity Concept: Incarnation</p>	<p><u>Theme:</u> Beliefs and Moral Values</p> <p><u>Key Question:</u> Are Sikh stories important today?</p> <p><u>Religion:</u> Sikhism</p>	<p><u>Theme:</u> Easter</p> <p><u>Key Question:</u> How significant is it for Christians to believe God intended Jesus to die?</p> <p><u>Religion:</u> Christianity</p>	<p><u>Theme:</u> Prayer and Worship</p> <p><u>Key Question:</u> What is the best way for a Sikh to show commitment to God?</p> <p><u>Religion:</u> Sikhism</p>	<p><u>Theme:</u> Beliefs and Practices</p> <p><u>Key Question:</u> What is the best way for a Christian to show commitment to God?</p> <p><u>Religion:</u> Christianity</p>
Year 6	<p><u>Theme:</u> Beliefs and Practices</p> <p><u>Key Question:</u> What is the best way for a Muslim to show commitment to God?</p> <p><u>Religion:</u> Islam</p>	<p><u>Theme:</u> Christmas</p> <p><u>Key Question:</u> How significant is it that Mary was Jesus' mother?</p> <p><u>Religion:</u> Christianity Concept: Incarnation</p>	<p><u>Theme:</u> Beliefs and Meaning</p> <p><u>Key Question:</u> Is anything ever eternal?</p> <p><u>Religion:</u> Christianity Concept: Salvation</p>	<p><u>Theme:</u> Easter</p> <p><u>Key Question:</u> Is Christianity still a strong religion 2000 years after Jesus was on earth?</p> <p><u>Religion:</u> Christianity Concept: Salvation</p>	<p><u>Theme:</u> Beliefs and Meaning</p> <p><u>Key Question:</u> Does belief in Akhirah (life after death) help Muslims lead better lives?</p> <p><u>Religion:</u> Islam</p>	<p><u>Theme:</u> Beliefs and Meaning</p> <p><u>Key Question:</u> Does belief in Akhirah (life after death) help Muslims lead better lives?</p> <p><u>Religion:</u> Islam</p>

Minet Junior School

Religious Education Policy (Updated November 2022)

At Minet Junior School we will enable all children to understand the nature and practices of Religious beliefs and the importance and influences of these in the lives of believers.

Aims

At Minet, we aim to:

- Provide children with an experience of R.E that would be stimulating through the use of videos/resources/discussions to enhance and further their understanding.
- Develop the ability to communicate religious knowledge in oral, written and visual forms using appropriate vocabulary.
- Enable our children to develop a personal code for living and awareness of a spiritual dimension to life.
- Develop knowledge and understanding of religions - teachings and practices.
- Develop our student's awareness of themselves as individuals, members of a mixed community and their relationships and contributions within it.
- Help the children to make sense of personal and shared experiences such as celebrations, commitments and responsibilities, making choices and convey questions, feelings and thoughts to others.
- Encourage children to enquire about, appreciate and develop respect and tolerance for the beliefs of others within our community.
- Foster a positive atmosphere in which children contribute to the learning of others and the value of diversity of beliefs customs, cultures and languages in our school.
- To promote the British Values through demonstrating tolerance and harmony between different cultures and traditions enabling students to acquire appreciation and respect of their own culture and others - through teaching but also assemblies that celebrate these.

Legal Framework

We work within the legal framework of the Hillingdon Agreed Syllabus and Guidelines, whilst recognising that parents have the right to withdraw their children from R.E (D.F.E. circular 1/94) However, we hope that all students and parents embrace the chance for students to positively learn about and from other cultures in our multicultural society.

R.E is delivered through weekly lessons (at least 45 minutes).

All students study Christianity and Hinduism, Sikhism, Islam and Judaism are studied in depth in each year group.

Guidance and Management

Our RE scheme enables pupils to learn about Christianity and one other religion at a greater depth. Within the scheme, themes are intertwined, such as forgiveness, beliefs, celebrations and community. Our R.E curriculum aims to provide progression of knowledge, skills and attitudes based upon the Hillingdon Agreed Syllabus and Guidelines and the attainment targets of the S.C.A.A model syllabus.

A.T.1 - Learning about religion

A.T.2 - Learning from religion

The R.E scheme of work outlined in the curriculum map, planning and resources are managed by the coordinator in consultation with the head teacher, staff and the governing body on which a range of faith groups are represented. Our local community provides a rich resource of support and information, visits and visitors.

Planning

The Discovery R.E. scheme allows for an enquiry based approach, to allow students to reach A.T.2 targets. This approach allows students to explore a question linked to religion through learning about that religion or aspect of that religion and then linking it to their own understanding to make sense of and evaluate the question, thus learning from religion. Each year group uses the Discovery RE scheme, to create half-termly plans

Equal Opportunities

At Minet, we are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, cultural or disability.

Pupils should learn to work with others, listen to each other's ideas and treat them with respect. They should have opportunities to consider their own attitudes and values and those of other people.

Differentiation and Special Needs

Planning will take into account the needs of children who are less able, by providing differentiated work where appropriate and where possible, extra adult support. More able children will be given opportunities to extend their skills and knowledge through a range of methods identified in the school's Gifted and Talented Policy.

Curriculum Organisation

The work covered in the R.E curriculum, are based on the recommendations by the National Curriculum Programmes of Study, which incorporates the Hillingdon Agreed Syllabus units of work through the Discovery RE scheme. Planning is monitored by the subject coordinator once per term to ensure best practise is in place for students, revised and updated to ensure progression of skills, knowledge and understanding. Wherever possible, cross-curricular links are made to reinforce this.

Teaching and Learning

Our R.E teaching aims to place emphasis upon the place of religion in life and that some practices and ideas are characteristic to most faiths - morality, community, belief, worship, story and festivals. Understanding of individual religions and their distinctive beliefs is importance to promote tolerance and respect towards others.

We aim to contribute a wide range of experiences in R.E through active learning by the use of artefacts and supporting materials such as stories, videos, photos, art and music. Each year group visits one places of worship within the academic year, along with receiving visitors.

Assessment

Children's work is assessed by informal observations and the work produced at the end of each lesson. Post work assessment should also include the opportunity for the pupil to indicate areas of interest, difficulty and information given so further study can be continued.

Children and teachers assess progress in each unit against these statements:

- Support personal spiritual development
- Develop subject knowledge
- Build skills of evaluation and discernment

There are 3 age-related expectation descriptors for each enquiry linked to these statements. These expectations are *WORKING TOWARDS (WTS)*, *AT (EXS)*, and *BEYOND (GD)*. At the end of each enquiry, children have an opportunity to self-assess their learning against these level descriptors and to identify their own next steps. Teachers also use these level descriptors to monitor children's progress and set next steps at the end of each unit.

The impact of RE is measured throughout the year by tracking the children's progress via Target Tracker, as it allows us to ensure that pupils are building on their skills and knowledge over time. It allows us to plan more accurately and enabling pupils to know and remember more.

Resources

Minet Junior School is well resources to support the R.E scheme of work.

Artefact collections for each faith are comprehensive and accessible. Faith boxes include pictures, posters, art, holy books, information books and religious statues and artefacts.

These are held centrally to allow any year group to access the relevant resources.

There are R.E books available in the school's library to support children's work. In addition, the school has interactive I.C.T programmes available which have helped to support the learning environment of each classroom and are stimulating resources to use. Additional purchases of R.E resources will help further support the learning materials in school.

Displays

Themed displays are co-ordinated with the different festivals and celebrations of different faiths throughout the year. Teachers are encouraged to have a classroom display linked to their current RE topic displaying pictures/artefacts or celebrating children's work...

Opportunities for SMSC

SMSC stands for spiritual, moral, social and cultural development.

RE makes a distinctive and substantial contribution to the delivery of SMSC:

- Children learn about beliefs, values and the concept of spirituality.
- RE reflects on the significance of religious teaching in their own lives.
- Develops respect for the right of others to hold beliefs different from their own.
- Shows an understanding of the influence of religion on society.
- Fosters appreciation and understanding of different cultures, religions and traditions.
- Collective worship allows time for personal reflection and prayer.

Within the scheme, each unit outlines where opportunities for these areas are available.

Spiritual

Spiritual development is promoted through exploring different faiths and communities and linking it back to student's own beliefs and understanding of themes. This allows children to understand values held by faiths and reflect on how it links to their own attitudes and values. There is also a chance to express their understanding of themes and faiths through visual representation of art or drama in retelling stories.

By learning about the many aspects of different religions, there is an opportunity to develop a sense of fascination, awe and wonder about the world around us and our multicultural society.

Moral

Through looking at themes such as forgiveness or community in religions, children are exposed to the values and attitudes of societies and can link it back to how they lead their own lives. By learning the reasons that faith groups hold certain values greater than others, they can reflect on their own choices and behaviours, the consequences of their actions and the needs of others.

This is especially catered for during reflection time in assemblies.

In addition, there are many opportunities throughout the year to look at and fundraise for different charities and organisations which enable the children know how their actions impact others.

Social

With all students working towards the evaluation of a religious enquiry, R.E enables children to work together effectively, discussing and debating their opinions and values with evidence. Teaching and learning clearly outlines the importance of accepting each other's cultures, traditions and beliefs therefore R.E strengthens relationships across the school as children become more tolerant and respectful towards each other.

Cultural

Valuing cultural diversity and challenging negative attitudes towards this is important within our school. Therefore, by allowing children to have an in-depth look at themes within religions, practices and traditions; students develop a more secure knowledge of a variety of cultures and hold positive attitudes towards these. Culture Week is celebrated to allow children to appreciate, respect and learn more about the cultural diversity around them.

Charity

In relation to the aims of SMSC development, our school regularly seeks out ways to help others through the use of charity so that students may develop an understanding of the world and their role within it.

Our children express empathy towards those less fortunate than ourselves and are always enthusiastic to discuss ways to help those in our local community and the wider world.

The aim of the school is to continue to promote charitable work and to seek cooperation with schools in deprived areas of the world so that our children may learn how to positively support others and become proactive in striving to make the world a better, more harmonious place.

Withdrawal from RE

RE is provided for all pupils, and is inclusive and broad minded. Parents do have the right to withdraw pupils from RE.

If you wish to do this, make an appointment with the Headteacher/ RE subject leader. The school does not support selective withdrawal from R.E.