



St Michael's CE (Controlled) Junior School

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be.

RE Policy

Creation Date	June 2020	
Issue Date	June 2023	
Agreed & Authorised (Name & designation)	Mrs Jenny Jones Headteacher	Mr Alan Jenner Chair of Governors
Signature(s)		
Next Review Date	June 2025	
Remarks	Changes made to reflect Living Difference IV and Understanding Christianity	

At St Michael's Junior School, we believe that Religious Education makes an invaluable contribution to the ethos and spiritual dimension of the school. We follow the Hampshire 'Living Difference IV' agreed syllabus. In line with the requirements of this syllabus, we study Christianity and two other religions, which are Islam and Hinduism.

Aims

We follow an enquiry approach to R.E. The main aims of R.E. at St Michael's Junior are:

- To provide children with the opportunity to explore questions to advance their thinking, including encouraging children to question concepts with more depth and perceptiveness
- To give children courage to question their own and others' experiences regarding the concepts explored
- To develop pupils' spirituality
- To give children time and space to attend to and reflect upon their own experiences and those of others through an enquiry based approach
- To enable children to compare and recognise how differing religious and social contexts influence interpretations of a concept and encourage them to question this further
- To enable children to learn about and understand Christianity, Islam and Hinduism as living world faiths, by exploring key theological concepts
- To develop respect for others and their beliefs, including a sensitivity to different approaches to a concept
- To develop children's abilities to connect, critically reflect upon, evaluate and apply their learning to their own growing understanding of religion and belief, of themselves, the world and human experiences
- To develop children's ability to discern what is desirable for their own life in the context of living a religious or non-religious life

Contribution to spiritual, moral, social and cultural development

R.E. contributes to the spiritual development of children by providing them with an opportunity to:

- Reflect on their own beliefs, religious or otherwise, that inform their perspective on life
- Develop their sense of enjoyment and curiosity in learning about themselves and others
- Use imagination and creativity in their learning
- Discuss and reflect upon different concepts from different religions and their own perspective on these
- Gain knowledge and reflect upon important concepts, experiences and beliefs which are at the heart of religious traditions and practices

R.E. contributes to the moral development of children by providing them with an opportunity to:

- Recognise the difference between right and wrong and apply this understanding in their own lives
- Develop their interest in investigating and offering views on moral issues
- Consider what is of value to all people through studying the key beliefs and teachings from Christianity, Islam and Hinduism
- Value diversity and develop respect for the beliefs and traditions of others

R.E. contributes to the social development of children by providing them with an opportunity to:

- Use a range of social skills in the context of R.E.
- Have the courage to share their own experiences with others
- Recognise and respect that other children may have diverse viewpoints on concepts and issues discussed
- Consider how religious ways of life can lead people to particular viewpoints on the world around them

R.E. contributes to the cultural development of children by providing them with an opportunity to:

- Explore ideas, concepts, texts, art, music and resources from different religions and cultures
- Develop an understanding and appreciation of Christianity, Islam and Hinduism as worldwide, multicultural faiths
- Develop respect for all cultures and faiths and celebrate diversity

The Legal Position

Section 352 of the Education Act 1996 identifies the distinctive place of religious education as part of the basic curriculum alongside the National Curriculum. Religious education is to have equal standing in relation to the core and foundation subjects within the school.

The Education Act 1996, School Standards and Framework Act 1998 and Education Act 2002 require that:

- an Agreed Syllabus should *reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teachings and practices of the other principal religions in Great Britain*
- an Agreed Syllabus *must not be designed to convert pupils, or to urge a particular religion or religious belief on pupils*

Parents have the right to withdraw their children from R.E. A parent wishing to do so will need to make a written request to the Headteacher.

Organisation and Content of R.E.

R.E. is taught for 45 hours per year.

Our teaching follows a cycle of enquiry as laid out in the Hampshire 'Living Difference IV' agreed syllabus. (Please see Appendix). Children will develop their enquiry skills further, allowing them to have a mature understanding of different religious traditions. They will be encouraged to identify and make their own responses to some of the issues that arise in their own and others' experience with regard to living a religious or non-religious life. They will be encouraged to develop their ability to ask and pursue more perceptive and complex questions.

Each year group studies one concept each half-term. Children will explore and investigate 'concepts which are common to all people' (A concepts), 'concepts that are shared by many religions' (B concepts) and 'concepts which are distinctive to particular religions' (C concepts), with an increasing level of depth as the children become older and mature. Golden thread concepts: Special; Belonging; Community and Love will be present in some cycles and allow these specific concepts to be revisited across Key Stages.

Each cycle follows a clear path by beginning with the children sharing their own experiences and understanding of the concept before finding out more about it in the context of either Christianity, Islam or Hinduism, or starting with an enquiry question. Children then have time to reflect upon the concept's value to themselves and others.

We teach concepts which are relevant and meaningful to the children, but also challenging, allowing the children an opportunity to investigate concepts and to ask and explore questions. Our school values of Respect, Courage and Resilience are promoted throughout each unit of learning in the behaviour we model and expect children to display and the skills that we wish them to develop through R.E.

Understanding Christianity

Our teaching cycle also includes a 'Pause Day' once a term where children will study a Christian concept in further depth using the Understanding Christianity resources. The Understanding Christianity resources allow children to learn about Christianity through understanding of the Bible and also to make connections between Christian beliefs and the way in which they live their lives. The children make sense of the text, The Bible, they explore how Christians respond to biblical texts and teachings, and they make connections between the concepts and their own lives. The resources develop children's skills in thinking theologically alongside learning about the Bible and Christian belief.

'Pause Days' are designed to ensure the children engage in high-level thinking and reflection during a carefully planned day which makes links to the children's SMSC development through key questions. These concepts are: Gospel; Salvation; Creation; People of God; Incarnation and Kingdom of God. These concepts are planned in a cyclical way to ensure that children develop their depth of understanding of each concept.

Approaches to teaching and learning

Art, music and drama all play a regular part in R.E. lessons, enabling children to reflect, respond and communicate their ideas thoughtfully. Children are given opportunities to work collaboratively to share their understanding as well as quietly alone to reflect upon their own experiences.

Inclusion

R.E. is taught in ways appropriate to the children's level of development and their prior knowledge. There is the opportunity for all pupils to contribute to and take part in lessons. We always ensure that the children's learning takes account of their starting points.

Assessment

We follow the Hampshire approved model of assessment. Each half term, every child is assessed in one step of the enquiry cycle against the level descriptors provided in Living Difference IV. Assessment tasks are varied, age-appropriate and seek to capture the child's voice and understanding through a variety of different activities and tasks.

Monitoring

R.E. and the implementation of this policy will be monitored by the R.E. Subject Leader through learning walks, work scrutinies, pupil conferencing and analysis of assessments and reported to SLT and Governors.

This Policy should be read in conjunction with:

- PSHE and RSE Policy
- Curriculum Policy
- Assessment Policy
- Teaching and Learning Policy

Appendix One

Living Difference IV Cycle of Enquiry

