

Religious Education (RE) Policy at Town End Junior School



What is the aim and purpose of the RE curriculum?

RE supports the aims for education, outlined in the National Curriculum 2013, to:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepare pupils for the opportunities, responsibilities and experiences of later life.

Principal aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

By working alongside 'The Derbyshire Agreed Syllabus' (2020-2025), Town End Junior School has created a RE curriculum that aims to ensure that all pupils by the end of Key Stage 2:

1. Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Teachers at Town End Junior School consistently and reflectively consider how their teaching contributes towards the principal aim of RE and how they help pupils to achieve the threefold aim above.

These aims are adapted from the 'Derbyshire Agreed Syllabus', 2020-25, Pg7.

Breadth of study

Children at Townend Junior School study **more** than the minimum requirement set out by the agreed syllabus for KS2 (Christians,

Muslims, Hindus and Jewish people) as well as meeting the minimum 45 hours per year of study.

Between Years 3 to 6, children study Christianity alongside Judaism, Sikhism, Islam and Hinduism. The 2020/2021 cycle has introduced non-religious people (Humanists).

By the end of Key Stage 2 children will aim towards meeting each of these outcomes that correspond to the threefold aims outlined above.

<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	<p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>
<p>A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</p>	<p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p>
<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>	<p>C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>

IMPLEMENTATION of the RE syllabus.

Key Questions for Key Stage 2

Following the guidance set out in the Derbyshire Agreed syllabus [see below – taken from pg.16], Town End Junior school has designed a curriculum where children will be taught all the key questions set [see curriculum map below and on website as evidence]. Key Stage 2's outcomes aims to build upon learning from Key Stage One (local Infant school) as well as preparing the children for secondary school so they have an opportunity to meet the aims set for Key Stage 3.

The planning follows a 2 Year cycle, so all the children are answering the key questions during their time at Junior school.

No two key questions are repeated however the fields of enquiry (Believing, Expressing and living) are built upon each stage of Key Stage 2. This then allows progression across the Junior school in accordance to the attainment targets. Some key questions have a longer focus to ensure knowledge, skills and understanding is built upon.

Assessment takes place in every lesson and teachers reflect at the end of each unit to which children have achieved the aims of the unit. This is carefully monitored by the subject coordinator.

Below is the full overview for Key Stage 1-3 to highlight the progression of our curriculum.

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/interpreting)
Believing (Religious beliefs, teachings, sources; questions about meaning, purpose and truth)		1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?	L2.1 What do different people believe about God?	U2.1 Why do some people believe God exists?	3.1 Do we need to prove God's existence?
	F1 Which stories are special and why?	1.4 What can we learn from sacred books?	L2.2 Why is the Bible so important for Christians today?		3.2 Does living biblically mean obeying the whole Bible?
	F2 Which people are special and why?		L2.3 Why is Jesus inspiring to some people?	U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?	3.3 What is so radical about Jesus?
				U2.3 What do religions say to us when life gets hard?	3.4 Is death the end? Does it matter? 3.5 Why is there suffering? Are there any good solutions?
Expressing (Religious and spiritual forms of expression; questions about identity and diversity)	F3. What places are special and why?	1.5 What makes some places sacred?	L2.4 Why do people pray?	U2.4 If God is everywhere, why go to a place of worship?	3.6 Should religious buildings be sold to feed the starving?
	F4. What times are special and why?	1.6 How and why do we celebrate special and sacred times?	L2.5 Why are festivals important to religious communities? L2.6 Why do some people think that life is a journey and what significant experiences mark this?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	3.7 How can people express the spiritual through the arts?

	FS (Discovering)	KS1 (Exploring)	Lower KS2 (Connecting)	Upper KS2 (Connecting)	KS3 (Applying/interpreting)
Living (Religious practices and ways of living; questions about values and commitments)	F5. Being special: where do we belong?	1.7 What does it mean to belong to a faith community?	L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?	3.8 What is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today?
					3.9 Should happiness be the purpose of life?
		1.8 How should we care for others and the world, and why does it matter?	L2.9 What can we learn from religions about deciding what is right and wrong?	U2.7 What matters most to Christians and Humanists?	3.10 Does religion help people to be good?
	F6. What is special about our world?			U2.8 What difference does it make to believe in ahimsa (harmlessness), grace, and/or Ummah (community)?	3.11 What difference does it make to believe in...?
					3.12 Is religion a power for peace or a cause of conflict in the world today?

RE Curriculum at Town End Junior School

The Key Questions are clearly stated but note that some Upper and Lower KS2 elements have been swapped to ensure coverage. Focus religions are also stated.

	Autumn	Spring	Summer
Year 3/4 20/21	What does it mean to be a Christian in Britain today? Part 1 (L2.7) <i>Christian</i>	Why is the Bible so important for Christians today? (L2.2) <i>Christians</i>	What do different people believe about God? (L2.1) <i>Christians and Muslims</i>
	What does it mean to be a Christian in Britain today? Part 2 (L2.7) <i>Christian</i>	Why are festivals important to religious communities? (L2.5) <i>Christians and Jewish people (Easter)</i>	Why do people pray? (L2.4) <i>Christians and Hindus</i>

	Autumn	Spring	Summer
Year 3/4 21/22	What does it mean to be a Hindu in Britain today? Part 1 (L2.8) <i>Hindus</i>	Why are festivals important to religious communities? (L2.5) <i>Christians and Muslims (Eid)</i>	What can we learn from religions about deciding what is right and wrong? (L2.9) <i>Christians, Jewish people and non-religious people</i>
	What does it mean to be a Hindu in Britain today? Part 2 (L2.8) <i>Hindus</i>	Why is Jesus inspiring to some people? (L2.3) <i>Christians</i>	Why do some people think that life is like a journey and what significant experiences mark this? (L2.6) <i>Christians and Jewish people</i>

	Autumn	Spring	Summer
Year 5/6 20/21	What does it mean to be a Muslim in Britain today? Part 1 (U2.6) <i>Muslims</i>	What matters most to Christians and Humanists? (U2.7) <i>Christians and non-religious (Humanists)</i>	If God is everywhere, why go to a place of worship? (U2.4) <i>Christians, Hindus and Jewish people</i>
	What does it mean to be a Muslim in Britain today? Part 2 (U2.6) <i>Muslims</i>	What would Jesus do? (Can we live by the values of Jesus in the 21 st Century) (U2.2) <i>Christians</i>	

	Autumn	Spring	Summer
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Year 5/6 21/22	Why do some people think God exists? (U2.1) <i>Christians and non-religious (Humanists)</i>	Is it better to express your beliefs in arts and architecture or in charity and generosity? (U2.5) <i>Christians, Muslims and non-religious (Humanists)</i>	What do religions say to us when life gets hard? (U2.3) <i>Christians, Hindus and non-religious (Humanists)</i>
	What difference does it make to believe in Ahimsa, Grace and/or Ummah? (U2.8) <i>Christians, Muslims and Hindus (recap)</i>		

Any further amendments to the planning for the RE curriculum must consult the key questions and fields of enquiry to ensure children get all depths of knowledge.

Linked to these areas, we ensure that children are also learning and adhering to the British Values; teachers therefore ensure these links are made explicit in planning and in lessons. British Values are also focused upon in assembly times at least weekly whether directly or indirectly.

British Values at Town End Junior School include the following:

- Local, National and international democracy,
- The rule of law,
- Mutual respect,
- Individual liberty,
- Tolerance of different faiths and cultures,

Additionally, we include time for pupils to respond to ‘Events in the news’ on a weekly basis.

Reviewed: May 2022

Next review: May 2022

Reviewed by: Daniel Smith

RE Co-ordinator at Town End Junior School