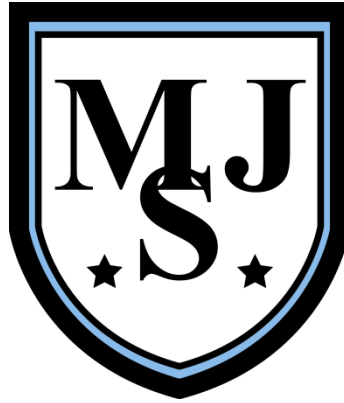


Meadowhead Junior School

RE Policy



Updated: June 2024

Next Review Date: July 2025

Approved By: _____

Full Governor Ratification Meeting Date _____

Chair of Governors to Approve: _____

Subject Leader: Mrs. Rebecca Parkinson
Governor Subject Leader:

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Our Mission Statement High Aspirations, Bright Futures

Intent

Statement of Intent

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. It allows children to learn about those around them, as well as developing an understanding of themselves. At Meadowhead Junior School we develop the children's knowledge and understanding of the major world faiths, as well as examining non-religious viewpoints. We enable children to develop a sound knowledge not only of Christianity but of the faiths in our community, especially of children within our school. Children reflect on what it means to have a faith and develop spiritual knowledge and understanding. We help the children to learn *from* religion and *about* religion.

Legal Framework

RE is an entitlement for all pupils, unless they have been withdrawn by their parents from some or all of the RE curriculum.

Parents may legally withdraw their children from Religious Education and this opportunity must be described in the policy and school brochure.

Local authority maintained schools without a religious character must follow the locally agreed syllabus.

The syllabus written by the Blackburn Diocese- Questful RE- will be used.

Implementation

3.Roles and responsibilities

The RE Co-ordinate is responsible for:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, visits, visitors, curriculum changes, classroom teaching and learning ideas
- Monitoring and evaluating pupils' work, pupils' views about the subject, displays and teachers' planning
- Liaising with the head and Senior Management Team in the writing of the School development plan and SEF relating to the teaching of RE

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- Auditing resources and ordering resources when needed
- Keeping up to date with developments in RE and disseminating information to the rest of the teaching staff
- Leading staff meetings as appropriate
- Attending relevant in-service training and prompting others about relevant training

Teaching Staff are responsible for:

1. Acting in accordance with this policy.
2. Ensuring progression of pupils' geographical skills, with due regard to the national curriculum and EYFS statutory framework
3. Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
4. Liaising with the RE coordinator about key topics, resources and supporting individual pupils.
5. Monitoring the progress of pupils in their class and reporting this on an annual basis.
6. Reporting any concerns regarding the teaching of the subject to the RE coordinator or a member of the senior leadership team (SLT).
7. Undertaking any training that is necessary in order to effectively teach the subject.
8. Setting tasks which can have a variety of responses.
9. Providing resources of differing complexity according to the ability of pupils.
10. Setting tasks of varying difficulty depending on the ability group.
11. Utilising teaching assistants to ensure that pupils are effectively supported.
12. Opportunities for outdoor learning and practical work will be provided wherever possible, such as investigating local environmental problems.

Support staff are responsible for:

1. Assisting the class teacher as directed
2. Supporting children with specific needs

Governors are responsible for:

1. Ensuring that children are provided with a curriculum which meets their needs and follows the national curriculum

3. Teaching and Learning

1. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
2. Pupils will undertake independent work and have the opportunity to work in groups and discuss work with fellow classmates.

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Lessons will involve the use of a variety of sources, including paintings, photographs and videos.

4. The Curriculum:

Key Stage 2

These focus areas will be taught throughout the key stage:

5. Planning:

1. The RE curriculum follows units agreed by the Staff and linked in to the school assessment tools ensuring coverage of the National Curriculum Programmes of Study. It is reviewed annually to ensure current initiatives are included.
2. Planning is completed on a medium term plan to illustrate skill development, lesson content, learning objectives, resources, support and challenge and assessment.
3. As we understand that there are many different geographical abilities in each class, we ensure that each unit of work has sufficient support and challenge to allow all children to work at their level of challenge. Planning may be monitored by the RE co-ordinator.
4. RE is taught in alternate half terms as a discrete subject but cross curricular links will be made as appropriate.
5. Resources are stored in classrooms and central storage facilities. All staff may access them, but they are responsible for their prompt and orderly return.
6. The school's resource base contains reference books, textbooks, teacher prepared materials, pictures, photographs, maps and atlases, videos, DVDs, globes and published materials and Digimap for schools. Resources enrich and stimulate children's geographical enquiry.

6. Assessment and Recording:

1. Children's progress should be monitored through observation and by using the Questful RE outcomes and expectations for each unit.
2. Pupils are encouraged to record their work using a variety of methods and thereby communicate their findings to others. These may include written or verbal reports, charts, collage, models, pictures and role play activities. Examples of children's work will be retained to provide evidence of on-going RE, including photographic evidence of displays, presentations, visiting speakers and visits.
3. Feedback to pupils should be provided on their attainment against the objectives of RE.
4. Pupils are encouraged to improve their own learning performance through the school marking and feedback policy.

7. Homework

This may be set at the discretion of the teacher.

8. Equal opportunities

1. All pupils will have equal access to the entire RE curriculum.

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2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all RE lessons.

3. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support, will be provided where necessary.

4. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

5. Meadowhead Juniors aims to provide more academically able pupils with the opportunity to extend their thinking through extension activities such as providing further enquiry questions.