

# Temple Normanton Junior Academy

## RE Policy



<b>Written by</b> <b>Date: 10/10/22</b>	Ben Otter
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<b>Signed – Principal</b>	Leica Carter

## **Intent**

This policy explains the aims, intent and leadership of Religious Education (RE) taught and learnt throughout Temple Normanton Junior Academy. Within our academy we know that RE is an important subject within the National Curriculum. Pupils will receive a high quality, planned and diverse RE curriculum delivered from the ACET Syllabus. This will allow pupils to explore different beliefs and practices from around the world and in their local community. Pupils will explore these beliefs in relation to human experiences. RE within our academy will give pupils a broad sense of cultures from around the World while at the same time allow pupils to develop their creative, emotional and imaginative thinking. RE will allow pupils to develop and understand between themselves and other from different religious backgrounds. Pupils will know the importance which RE plays in readying them for life beyond our academy. It gives them the knowledge, skills and understanding to discern and value truth and goodness, strengthening their capacity for making ethical judgements and for evaluating different types of commitment to make positive and healthy choices

## **Entitlements**

The National Curriculum for RE aims to ensure that all pupils:

- Understand how to contribute to pupils' personal development, well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society.
- Are offered opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally.
- Develop their knowledge and understanding of the religions and beliefs which form part of contemporary society.

All pupils have an entitlement to access the programmes of study at an appropriate level. At Temple Normanton Junior Academy we believe that Religious Education provides an opportunity to celebrate and foster awareness of differences within our school and the wider world. It is a subject that celebrates diversity and challenges stereotypes.

## **Implementation**

At Temple Normanton Junior Academy we follow an ACET created RE Syllabus which combines the teachings from the Sheffield, Rotherham and Derbyshire RE Curriculums which allows RE to be delivered in a way which best benefits pupils. This programme of study allows pupils to benefit from creative opportunities through role play, research and discussion. This will in turn give pupils chance to relate their study of RE back to real life events. Pupils will be able to showcase their work in both RE floor books and curriculum learning books to refer back to when discussions are being held around the subject.

## **KS1**

RE is delivered to our pupils through a creative and flexible programme of study. Pupils will learn about the different religions from around the world, their beliefs and their culture. They will be able to form an understanding of their own sense of belonging within their own and other religious views. Teachers will encourage pupils to ask questions so that other pupils can give their opinion on the matter in hand. Pupils will also develop an understanding of religious celebrations and festivals along with the stories, meaning and messages often associated with them. Generally RE is carried out through first-hand experiences but there is often an emphasis on using photographs and videos to deepen their knowledge.

## **KS2**

RE is taught with an emphasis on creativity and flexibility. In KS2 children begin to describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life. Pupils are encouraged to reflect on their own views about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different creative forms e.g. reasoning, music, art and poetry. Pupils are encouraged to consider and challenge the views of others thoughtfully. They are introduced to an extended range of sources and subject specific vocabulary. The children consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.

## **Knowledge and Understanding**

The main focus of RE is to ensure a wide range of world religious concepts and views are being delivered across the academy. To give pupils the chance to express their views and idea through significant discussions in which they make reference to different religions. Pupils will encounter challenging questions around human life, beliefs, communities and ideas.

## **Developing Vocabulary and Articulacy**

The National Curriculum for RE states the importance of exploring the concepts of religion and belief and their roles in the spiritual, moral and cultural lives of people in a diverse society. All children are given the opportunities to develop their knowledge, skills and understanding to establish and value truth and goodness, strengthening their capacity for making moral judgements healthy choices. Key vocabulary will be used throughout each lesson when delivering RE and again prompted to be used in the floor books for pupils to refer back to when discuss the subject.

## **Impact**

### **Assessment**

The main form of assessment of RE will come through the use of floorbooks which will be used by pupils as a reference point for their learning so they can articulate their knowledge. This paired with book scrutiny will provide the RE lead with areas for development around their subject and class teacher a reference point when assessing pupils attainment within the subject.

- Book scrutiny
- Pupil voice
- Planning scrutiny

Individual reports to report pupils' progress are sent home at the end of each academic year.

### **Training Needs**

The RE Leader will liaise with the Principal to identify the training needs of staff. Identified training needs will be timetabled as necessary. Floorbooks have been a focus of staff CPD to ensure they are used and displayed correctly in the classroom for pupils to refer back to when discussing the subject.

