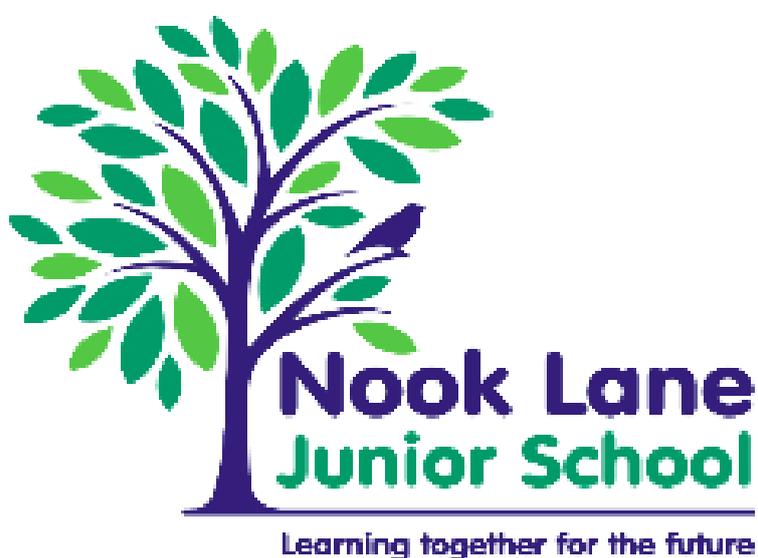


# Nook Lane Junior School



## Religious Education Policy

Reviewed: Spring 2019  
Next Review Date: Autumn 2022



## The Place of Religious Education in the Nook Lane Curriculum

Nook Lane provides a Religious Education curriculum which encourages children to have enquiring minds and open hearts. **It has enquiry at its core, and promotes investigation, reasoning, reflection and debate on key issues in the modern world.** In this way, it promotes understanding of the rights and responsibilities of citizens locally and globally, and helps prepare children for the challenges of a world in which religion figures significantly.

**RE is key to the healthy social, moral, spiritual and cultural development of the whole child at Nook Lane.** It is taught both discretely as a subject and broadly within other areas of the curriculum, such as PSHE and Values.

RE at Nook Lane examines the main faiths and other world views with curiosity, highlighting the many similarities of Judeo-Christian and Islamic history, as well as differences between them. **It emphasizes that the 'Golden Rule' ('Do unto others as you would have them do unto you') exists in all religious and many non-religious world views, and is the basis upon which we should treat each other.**

In line with National Curriculum Christianity is explored for more than 50% of curriculum time and non-religious world views (e.g. Humanism) are explored alongside faith-based views.

### How RE is taught at Nook Lane

The core of the curriculum is delivered through the enquiry-based approach of 'Discovery RE'. **This approach aims to spark children's curiosity and creativity, encouraging a passion for life long debate and reflection** on how different beliefs are formed and how beliefs inform the ways people lead their lives.

Delivery of the RE curriculum is achieved in a variety of ways and through a number of subjects, not just in RE sessions. **Religious and secular world views are explored in appropriate History and Geography lessons, Poetry, Music and Art are used, as well as discussions in PSHE, SEAL and Values sessions about making the right choices and the need for morals and values.**

RE is taught inclusively at Nook Lane. **It does not make prior assumptions about any world views** and actively welcomes visitors from the major world views to assemblies and classes to discuss and debate ideas fundamental to them.

In RE lessons the aim is to develop knowledge through open exploration not just key texts. *An ounce of experience is worth a ton of theory.* In this spirit all year groups will visit the places of worship they are studying and meet the communities which use them. Follow up work will focus on how the beliefs of a faith influences the way its followers live their lives.

Lessons have a structure designed to engage children in their learning, starting with a big statement/question/image.

*For example in a Y6 unit of work on Christianity, the structure might be:*

**ENGAGEMENT** 'Is anything ever eternal?'

Photographs of oceans, celebrities, love, skeletons, sky, trees, memories, mountains, the truth, dinosaurs, Jesus, etc are sorted by children into groups.

**INVESTIGATION**

Groups are then refined under headings such as 'Has lasted my lifetime', 'Will last forever', 'I wish would last forever', which would then lead to an investigation of what Christians think 'eternal' means and how it might be achieved through living a good life. Examples of Jesus' actions/words are examined to explain this, and 'freeze-framed' in pictures/cartoons.

**EVALUATION**

How does this Christian view differ from how others think about eternity? Or is it similar to others? How can life be eternal, according to Christians? Discussion.

**EXPRESSION**

Do you agree, whatever you believe, it is important to lead a good life?

Group collages to show what a good life might look like. Compare them.

## RE Overview 2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	<b>Theme - Divali</b> <b>Religion -</b> Hinduism	<b>Theme -</b> Christmas <b>Religion -</b> Christianity	<b>Theme – Jesus’</b> Miracles <b>Religion -</b> Christianity	<b>Theme –</b> Easter <b>Religion –</b> Christianity & Humanism	<b>Theme –</b> Sharing and Community <b>World View</b> Buddhism	<b>Theme –</b> Pilgrimage to the river Ganges <b>Religion –</b> Hinduism
Y4	<b>Theme –</b> Beliefs and Practices <b>Religion -</b> Judaism	<b>Theme -</b> Christmas <b>Religion -</b> Christianity	<b>Theme -</b> Passover <b>Religion -</b> Judaism	<b>Theme - Easter</b>  Christianity & Humanism	<b>Theme –Rites</b> of Passage and good work <b>Religion -</b> Judaism	<b>Theme –</b> Prayer and Worship <b>Religion -</b> Christianity
Y5	<b>Theme –Belief</b> into action <b>World View –</b> Buddhism	<b>Theme -</b> Christmas <b>Religion -</b> Christianity	<b>Theme –</b> Beliefs and Practices <b>Religion -</b> Christianity	<b>Theme –Easter</b>  Christianity & Humanism	<b>Theme –</b> Prayer and Worship <b>World View –</b> Buddhism	<b>Theme – Hindu</b> Beliefs <b>Religion -</b> Hinduism
Y6	<b>Theme –</b> Beliefs and Practices <b>Religion –</b> Islam	<b>Theme -</b> Christmas <b>Religion -</b> Christianity	<b>Theme –</b> Beliefs and Meaning <b>Religion –</b> Christianity	<b>Theme –Easter</b>  Christianity & Humanism	<b>Theme – Beliefs and moral</b> values <b>Religion – Islam</b>	

## Role of the RE Coordinator

The role of the RE Coordinator is to:

- raise the profile of RE in school through action, planning, implementation and review.
- lead the teaching of RE throughout school.
- support colleagues in the delivery of RE by spreading and updating subject knowledge; arranging visits to places of worship;
- promoting visitor assemblies and providing information on curriculum changes.
- monitor continuity and progression of teaching and learning in RE throughout school.
- review the policy and 'Discovery RE' when appropriate.
- keep staff informed of developments in the subject through PDMs.
- through the RE Curriculum Group evaluate and record pupils' views about the subject.
- attend relevant training and inform colleagues of training opportunities.
- compile work samples from across school to show coverage, progression and achievement in RE.
- ensure the provision of quality, accessible RE artefacts and resources.

## Inclusion and SEND

All children have access to RE appropriate to their stage of development. RE is taught using a variety of teaching and learning strategies, which aim to encourage pupils to fulfil their potential through discussion, role-play, art, as well as more formal recording. We plan our teaching to challenge and involve all pupils appropriately, irrespective of age, ability, ethnicity, gender, language or background. We are committed to implementing and promoting the principles of the Nook Lane Inclusion, SEND and Equality Policy.

RE promotes pupils' social, emotional and spiritual well-being by:

- ensuring children are offered differentiated activities which take into account different learning styles and abilities;
- setting common tasks that are open-ended and can have a variety of results;
- providing a range of challenges through the provision of different resources and tasks;
- allowing children to work in a variety of different groups, individually, pairs, small groups or as a whole class.
- giving opportunities for pupils to access the wider community, for example in visits to places of worship, as well as visitor assemblies, so that children have an understanding of their role in society

## Monitoring and Assessment

Teachers record in their Theme Mark Book when pupils have achieved each statement in the RE Programmes of Study. Assessments will be used formatively when planning to ensure that gaps in knowledge and skills are addressed. Theme Mark Books are passed up to the next class teacher each year to inform future planning and differentiation. The Coordinator will keep a copy of assessments in RE as a record and to inform action planning.

The RE Coordinator will monitor teaching and learning by formal and informal visits to class during lessons, and book scrutiny, to ensure that all strands of the Discovery RE Scheme are being covered and the Programmes of Study are being taught effectively and match the needs and abilities of the pupils.

The views of our pupils are gathered through regular meetings of the RE Curriculum Council. Their feedback, and the feedback of parents on the RE policy, is used to develop all aspects of the RE curriculum at Nook Lane.

Date: May 2019

Review Date: May 2022