



Jewell Academy
Bournemouth
an Aspirations Academy

Policy for

RE (Religious Education) Policy

Using Discovery RE

Name of school	Jewell Academy
Date of policy	03/07/21
Member of staff responsible	Linda Jurado
Link Governor	
Review date	

Religious Education is unique in the school curriculum in that it is neither a core subject nor a foundation subject but the 1988 Education Act states that 'Religious Education has equal standing in relation to core subjects of the National Curriculum in that it is compulsory for all registered pupils'.

Religious Education is taught in our school because it makes:

"a major contribution to the education of children and young people. At its best, it is intellectually challenging and personally enriching. It helps young people develop beliefs and values, and promotes the virtues of respect and empathy, which are important in our diverse society. It fosters civilised debate and reasoned argument, and helps pupils to understand the place of religion and belief in the modern world". (RE: realising the potential, Ofsted 2013).

At Jewell Academy we aim to encourage the use of a fun and exciting curriculum to inspire discussion and increase knowledge, whilst developing the skills of reasoned argument and reflection, through an enquiry based approach. We are committed to providing an understanding of belief within our society, whilst embedding the core values of respect and tolerance toward the opinion of others. At Jewell Academy we nurture a sense of belonging for each child within our multi faith school and aspire to instil a value of self-worth that will allow them to achieve within the diverse community of 21st Century Britain and beyond.

Our enquiry based approach gives purpose to their learning in a vibrant and engaging way. It allows us to provide the opportunity to show progression for all our learners through a wide range of opportunities, whether it be written work, role play activities, discussions, song, dance or through

real life experiences. It is our intention to give children opportunities to experience religious buildings and festivals through real life experiences that may not be otherwise experienced by all. By providing a fun and exciting curriculum it is our intention that children of all abilities will be engaged and progress at their own level.

Spiritual, Moral, Social and Cultural opportunities are key to the development of our Religious Education Curriculum and we are proud to have regular support from the local community. British Values are at the heart of our Religious Education Curriculum and each enquiry addresses strands within the British Values Agenda. The inquiries we participate in develop through the years and lead to reflect today's current society and issues that may surround religion, including media attention, highlighting the need for Religious Education and the importance of it. The enquiries form a cycle in which the children develop opinions, discuss their views, creating a curiosity to know more and to be able to do so in a way that fosters the respect that is required within the working world in the 21st century, giving a purpose to their learning.

Jewell Academy refers to the "The Bournemouth and Poole Agreed Syllabus for Religious Education 2017-2022" and it is our aim to ensure that the children receive; KS1:36 hours per year and KS2:45 hours per year of RE. We use the Discovery RE Curriculum, which follows a clear approach that works in-line with the attitudes toward engagement, investigation, evaluation and expression, that set out in the agreed syllabus for Bournemouth.

Each enquiry follows the same format. There is a four step process in KS1 and a three step approach in KS2. In KS1 it begins with Engagement where the children explore the enquiry, based on them as a person, they then follow knowledge based lessons, they evaluate their learning and finally they return to how it relates to them. This approach allows them to consider their opinions, be curious and learn about themselves as well as others. In KS2 the enquiry is similar, it allows them to relate the enquiry to their world, then take part in knowledge based lessons, giving the opportunity to apply it to their enquiry question, engaging them to lead their own learning and a real sense of purpose. Each enquiry allows them to explore their views and develop knowledge through fun activities, allowing assessment to take place in a number of ways. Each inquiry is adapted to meet the interests of the class and to include a wide range of resources and activities to bring the discovery curriculum to life.

Assessment is carried out throughout each enquiry and children are assessed on a three level descriptor; working toward, working at or working beyond. Each descriptor also has three strands, their own experience, their own knowledge and their critical thinking and evaluation. Allowing us to see the clear progress of the children, as each skill is important in terms of individual development and a child may progress more in one strand than another.

This RE policy is informed by current national guidance:

- RE in English Schools: Non-statutory guidance 2010 (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190260/D_CSF-00114-2010.pdf)
- RE : realising the potential Ofsted 2013 (www.ofsted.gov.uk/resources/religious-education-realising-potential)
- A Curriculum Framework for RE in England, REC 2013 (<http://resubjectreview.recouncil.org.uk/re-review-report>)

The aims of our RE, using the Discovery RE Scheme of Work

Discovery RE meets the requirements of our locally agreed syllabus and is aligned to the non-statutory guidance described above.

By following Discovery RE at Jewell Academy we intend that Religious Education will:-

- **adopt an enquiry- based approach** as recommended by Ofsted, beginning with the children's own life experience before moving into learning about and from religion.
- **provoke challenging questions** about the meaning and purpose of life, beliefs, the self, and issues of right and wrong, commitment and belonging. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development.
- **encourage pupils to explore their own beliefs** (religious or non-religious), in the light of what they learn, as they examine issues of religious belief and faith and how these impact on personal, institutional and social ethics; and to express their responses.
- **enable pupils to build their sense of identity and belonging**, which helps them flourish within their communities and as citizens in a diverse society.
- **teach pupils to develop respect for others**, including people with different faiths and beliefs, and helps to challenge prejudice.
- **prompt pupils to consider their responsibilities** to themselves and to others, and to explore how they might contribute to their communities and to wider society. It encourages empathy, generosity and compassion.
- **develop a sense of awe, wonder and mystery.**
- **nurture children's own spiritual development.**

Discovery RE Content

Discovery RE covers all areas of RE for the primary phase, Christianity plus one other religion is taught in each year group. The grid below shows specific enquiries for each year group.

Foundation Stage 1/2:

The Foundation stage – Laying the foundations of all religions through use of discovery and through the Celebrations Topic.

Discovery Enquiry	Religions studied:
What makes people special?	Christianity, Judaism
What is Christmas	Christianity
How do people celebrate?	Islam/Judaism
What is Easter?	Christianity
What can we learn from stories?	Christianity, Islam, Hinduism, Sikhism
What makes people special?	Christianity, Islam, Judaism.

Year 1:

Discovery Enquiry	Religions studied:
Does God want Christians to look after the world?	Christianity
What gift might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity
Was it always easy for Jesus to show friendship?	Christianity
Why was Jesus welcomed like a king or celebrity on Palm Sunday?	Christianity
Is Shabbat important to Jewish children?	Judaism
Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism

Year 2:

Discovery Enquiry	Religions studied
Is it possible to be kind to everyone all of the time?	Christianity
Why do Christians believe God gave Jesus to the world?	Christianity
Does praying at regular intervals every day help a Muslim in his/her everyday life?	Islam
How important is it to Christians that Jesus came back to life after His crucifixion?	Christianity
Does going to a Mosque gives Muslims a sense of belonging?	Islam
Does completing Hajj make a person a better Muslim?	Islam

Year 3:

Discovery Enquiry	Religions Studied
Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Hinduism
Has Christmas lost its true meaning?	Christianity
Could Jesus really heal people? Were these miracles or is there some other explanation?	Christianity
What is "good" about Good Friday?	Christianity
How can Brahman be everywhere and in everything?	Hinduism
Would visiting the River Ganges feel special to a non-Hindu?	Hinduism

Year 4:

Discovery Enquiry	Religions studied
Is it possible for everyone to be happy?	Buddhism
What is the most significant part of the nativity story for Christians today?	Christianity
Can the Buddha's teachings make the world a better place?	Buddhism
Is forgiveness always possible for Christians?	Christianity
What is the best way for a Buddhist to lead a good life?	Buddhism
Do people need to go to church to show they are Christians?	Christianity

Year 5:

Discovery Enquiry	Religions studied
How far would a Sikh go for his/her religion?	Sikhism
Is the Christmas story true?	Christianity
Are Sikh stories important today?	Sikhism
How significant is it for Christians to believe God intend Jesus to die?	Christianity
What is the best way for a Sikh to show commitment to God?	Sikhism
What is the best way for Christian to show commitment to God?	Christianity

Year 6:

Discovery Enquiry	Religions studied
What is the best way for a Muslim to show commitment to God?	Islam
How significant is it that Mary is Jesus' mother? OR Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity
Is anything ever eternal?	Christianity
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Christianity
Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)	Islam

How is RE organised in this school?

Using the Discovery RE curriculum as a basis of our learning our teachers provide a series of enquiry based lessons. Each year group has a Christianity based enquiry and each enquiry is linked to the British Values Agenda. The remaining enquiries reflect the current dynamics of our academy and allow us to develop an understanding of those beliefs within the school community. This will be reviewed on a yearly basis, to meet the needs of our changing community. Each enquiry begins with the child applying the question to their own life experience and leads to knowledge based learning on a specific religion. The enquiries are open- ended and the children freely discuss their own opinions. The beliefs that are explored are set out above.

Discovery RE brings together learning about and from religion, questioning and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. Each enquiry starts from the children's own life experiences using these as a bridge into the investigation of the religion being studied.

Learning is assessed and children have the opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

Differentiation/SEN

Discovery RE is written as a universal core curriculum provision for all children. Inclusivity is part of its philosophy. Teachers will tailor each enquiry to meet the needs of the children in their classes. To support this differentiation, many enquiries suggest creative learning activities that allow children to choose the media with which they work and give them scope to work to their full potential. To further help teachers differentiate for children in KS1 and 2, each enquiry has exemplars for those children working towards the learning objective, at the expected level for this age group and those working beyond the expected level of achievement.

Assessment

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has a built-in assessment. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion and depth of critical thinking. This stand-alone evidence is used in conjunction with teacher assessment and the three aspects of learning:

- a personal resonance with or reflection on the material/religion being studied to answer the enquiry question.
- knowledge and understanding of the material/religion being studied to answer the enquiry question.
- evaluation/critical thinking in relation to the enquiry question.

These are tracked throughout the planning stage so that teachers can utilise the appropriate evidence accordingly. In line with non-statutory guidance issued by the RE Council in 2013 (cited on page 1) descriptors of these aspects utilise age-related expectations of working towards, working at the expected attainment and working beyond.

Recording and tracking progress

To support the teacher in tracking each child's progress throughout the year, teachers may wish to use the overview sheet for each enquiry on which they can record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation. Tracking will be used within each enquiry and will form the basis of judgements made at each data submission point. The assessment process helps teachers report formally to parents/carers.

The Attainment Descriptors

The attainment descriptors contained within Discovery RE are three fold and allow us to assess your child under the following;

Working toward expected level

Working at expected level

Working beyond expected level

Monitoring and evaluation

The RE leader monitors delivery of the programme through observation and discussion with teaching staff, as well as discussions with children and scrutiny of their written work to ensure consistent and coherent curriculum provision.

Evaluation of the programme's effectiveness is conducted on the basis of:

- Pupil and teacher evaluation of the content and learning processes
- Staff meetings to review and share experience
- Monitoring of assessment to ensure progression throughout the school.

At Jewell Academy enquiry based learning demonstrates results through the progression made, as the children develop in their ability to discuss and share opinions and they do so with a mutual respect for the opinions of their peers. They are able to explore the impact of the knowledge learnt in order to express their own opinions. As individuals they have a respect for the beliefs of others and are able to understand and tolerate differences of opinion. They will confidently and openly discuss their own beliefs and opinions and be proud to do so, clearly demonstrating their self-worth. Skills that they take with them into secondary school and into the working world, demonstrating a clear understanding of British Values.

External contributors

RE gives particular opportunities to promote an ethos of respect for others, challenge stereotypes and build understanding of other cultures and beliefs. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights. The British Values agenda is intrinsic to Discovery RE and a map of coverage is available on request.

External contributors from the community, e.g. local clergy, local members/speakers from other religions etc. make a valuable contribution to the RE programme as do visits to places of worship. Their input is carefully planned and monitored so as to fit into and complement the programme.

Following recovery from the covid-19 pandemic we will return to regular visits to places of worship. We have built in local links across Bournemouth and Southampton, to ensure a real life experience is possible within each year group to ensure engagement with their learning. This supports many of our children from a variety of backgrounds to develop a mutual respect and understanding for one another and within the community around us.

Teachers are always present during these sessions and remain responsible for the effective delivery of the RE programme.

The Learning Environment

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital. To enable this, it is important that respect for the views and beliefs of all participants is encouraged at all times. This is of particular importance if the religion being studied is the belief of some of the participants and it is important that any artefacts are handled with respect and care.

Teaching Sensitive and Controversial Issues

For example:

Sensitive and controversial issues are certain to arise in learning from real-life experience and discussing personal beliefs.

Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to different opinions. Teachers should never feel obliged to discuss their own beliefs unless they feel comfortable doing so and can ensure that this will not influence or restrict the children's own expression.

Teachers will make themselves aware of the beliefs, non-beliefs and highlighted opinions of children and families within their cohort and consider these when teaching the subject. Discussing that each religion is the belief of that particular faith, but that all opinions are valued and respected in discussion.

Involving parents and carers

The school believes that it is important to have the support of parents, carers and the wider community for the RE programme. Parents and carers are/will be given the opportunity to find out about and discuss RE through:

- * Response to RE comments on reports
- * Curriculum newsletters
- * Displays
- * Occasionally through topic based home learning
- * Through our 'Voices of Faith' group – which will hopefully reconvene post Covid19 restrictions.

Withdrawal from RE lessons

Parents/carers have the right to withdraw their children from all or part of Religious Education. Those parents/carers wishing to exercise this right are invited in to see the RE Leader and a member of SLT (face to face meeting) who will explore any concerns and discuss any impact that withdrawal may have on the child. The school will ensure that parents who want to withdraw their children from RE are aware of the RE syllabus and will discuss how it is relevant to all pupils and that it respects the personal beliefs of all. Parents will be made aware of the main curriculum coverage in each year group and will be given the opportunity to discuss this, if they wish, with the RE Leader and a member of SLT. Should the discussion result in the withdrawal from RE, this would need to be received in writing and addressed to the Principal and official forms would need to be completed.

The use of the right to withdraw should be at the instigation of parents and it should be made clear whether it is from the whole of the subject or specific parts of it. Where parents have requested that their child is withdrawn, their right will be respected, and where RE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. The right of withdrawal does not extend to other areas of the curriculum where it is possible for aspects of religion to be discussed e.g. in history or citizenship or art where religion may be the basis.

When pupils are withdrawn from RE, the school has a duty to supervise them, though not to provide additional teaching or to incur extra cost. Parents/Carers will be expected to provide a suitable alternative to work on during the weekly RE session, this could be based on their own religious beliefs. This would be carried out at the back of an alternative class or in the corridor, but the child would not receive support from an adult. This would be discussed in more detail at the point of withdrawal. Once a child has been withdrawn they cannot take part in the RE programme until the request for withdrawal has been removed. As a school it is our duty to inform our local Standing Advisory Council on RE regarding the numbers of children being withdrawn.

Links to other policies and curriculum areas

We recognise the clear link between RE and the following policies and staff are aware of the need to refer to these policies when appropriate.

- Collective Worship Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Child Protection Policy
- *SMSC Policy*
- *British Values*
- *Prevent Strategy*

Training and support for staff

All staff benefit from training in order to enhance their RE delivery skills. Opportunities are provided for staff to identify individual training needs on a yearly basis and relevant support is provided.

In addition to this, support for teaching and understanding RE issues is incorporated in our staff INSET programme, drawing on staff expertise and/or a range of external agencies. The RE lead will update staff with regard to resources, training and changes to the curriculum via email and PDM meetings and will review the curriculum and Policy annually. The RE lead will update and carry out training through Natre, Discovery RE and any other CPD as deemed appropriate.

Dissemination

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Copies are available from the school office on request from parents/carers.

Policy Review

	Signed Principal	Signed on behalf of Trust
Date of review:		
Date of next review:		