



'Let us be concerned for one another, to help one another to show love and do good.'
Hebrews 10:24

Southwark Diocesan
Board of Education
Multi-Academy Trust



The Minster Junior School Policy

RE POLICY

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Religious Education (RE) is seen at the heart of Christian distinctiveness at the Minster Junior School and is central to school effectiveness. As such, RE is given the priority as a core subject in the curriculum with the aim for it to be an outstanding specialism of the school. It is intended that the RE provided will be of the highest quality, aiming for excellence in teaching and learning. The RE should be innovative, creative, exciting and engaging and its relevance made clear for all.

We aim to reflect the key elements of our school vision in ***'Let us be concerned for one another, to help one another to show love and do good'*** to enhance the development of our pupils into reflective, confident learners who want to become welcoming, caring global citizens.

Aims of Religious Education

The RE provided at The Minster Junior School enables pupils to:

- develop a strong foundation of the Christian faith through knowledge and understanding.

This should be through beginning to grow an understanding of Christian theological concepts that underpin Christian Beliefs. It should include learning about and from The Bible, Old Testament characters, the life, teachings and actions of Jesus, Christian festivals, creation, wisdom, saints, liturgy, the local Church, the Christian community, rites of passage, living out the faith and values rooted in Christianity;

- apply an understanding of Christianity to make reasoned and informed responses to life issues and moral choices;

- recognise that there are a number of different branches of Christianity who may share common beliefs but interpret and practise their faith in different ways;

- develop some knowledge and understanding of the other principal world faiths, applying an understanding of religion to develop informed respect, empathy and sensitivity towards all people and help build bridges of understanding leading to community cohesion;



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- grow and deepen their spiritual, moral, social and cultural development;
- develop the ability to reflect on their own beliefs, values and experiences and communicate issues of faith and truth;
- develop skills of critical analysis and evaluation and the promotion of understanding of people from different faith backgrounds, and none, and of diversity within faiths.

Content of Religious Education lessons

In teaching RE, teachers at The Minster Junior School focus on planning creative lessons and employ good questioning and modelling which in turn prompts deeper thinking in our pupils. These lessons are derived from the Southwark Diocesan Board of Education syllabus. This syllabus comprises units of study, exploring religious concepts for the teaching of Christianity which comprises approximately 66% of the curriculum; as well as the study of the other main world religions. Each lesson starts with an engaging stimulus; the intent is to encourage independent enquiry and exploratory skills. The lesson develops by giving children an opportunity to learn about and evaluate their own views on all aspects of religion which they can express in a variety of creative ways. The learning objective of each lesson is divided into 2 components:

Attainment Target 1: Learning about the religion; and

Attainment Target 2: Learning from the religion

There is emphasis on three broad types of knowledge, which are the pillars of progression within RE:

- Substantive knowledge: knowledge about various religious and non-religious traditions
- Ways of knowing: where pupils learn 'how to know' about religion and non-religion
- Personal knowledge: where pupils build an awareness of their own pre-suppositions and values about the religious and non-religious traditions they study

These are not artificially separated but are carefully sequenced within the lesson. The AT1 and AT2 learning outcomes, as well as the lesson structure, are broadly linked to these types of knowledge.

We ensure that teachers have high expectations in the teaching and learning of RE and constant cross-curricular links are made with all the other subjects taught in the school. The creative way of



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teaching RE, through using art, drama, video clips and discussions allows all pupils (even those who are new to English or with special needs) to engage, learn and spiritually grow. Our RE teaching provides excellent opportunities to extend the learning of deep thinking pupils through asking open-ended questions to compare, analyse and reflect further. To embed their learning further, we engage the religious opportunities provided by the local community. This helps all the pupils to get first hand personal experience of different religions, which stays with them for a long time to come.

Time allocation

The time table allocates a minimum of 90 minutes to the teaching of Religious Education.

Recording in Religious Education

Records and evidence of children's work will be stored in R.E. books or through displays.

Assessment

For skills progression in RE, we follow the SDBE guidance. Teachers carefully assess their pupils against each of the given strands. At the end of each half-term, the children produce an extended piece of writing using key religious vocabulary studied that term. This forms the basis of the teacher assessment for both AT1 and AT2. It is supplemented with quiz-style questions to make the assessment more robust. Each unit of study is then tracked using The SDBE tracking system which then fed into the school's data tracking system – Otrack. Children's reflective comments – both oral and written - are also used for formative assessments.

Along with -

- Planned assessment opportunities to be identified at the beginning of a unit of learning.
- Ongoing formative assessment opportunities consisting of:

high quality teacher questioning teacher observations particularly around children's verbal contributions to class and group discussions teacher observations of when children are engaging in collaborative learning opportunities Teaching Assistants scribing children's verbal responses during class discussions and debates.

- Ongoing self and peer assessment
- Beginning and end of unit self-assessments



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- Prior knowledge and understanding mind maps at the beginning of a unit and then re-visited at the end of a unit thus offering a tool that evidences clearly a child's progress of learning during a unit
- Summative assessment

Moderation of standards in RE:

To ensure that the teaching and learning of RE is pitched accurately and provides all pupils with learning tasks that give scope for children to meet greater depth expectations where possible, moderation of standards within a school and across a cluster of schools is important.

Moderation meetings take place every term. End of year expectations should drive the moderation. A range of evidence should be considered when making a judgement about a child's attainment in RE. It is encouraged that pupils' English books are used as part of the moderation process to ensure that standards in RE are at least in line or above the English standards within the school and nationally. Excellent teacher subject knowledge is required to ensure teachers have a good understanding of what is expected for each year group.

Right of withdrawal

Although legally parents have the option of withdrawing their children from the teaching of RE, it is expected that, by applying to a church school, parents understand the school's distinctive Christian character and recognise that RE is central to the life of the school and will therefore not feel it is necessary to withdraw their child from RE. For these reasons, we ensure that the purpose of RE is properly understood by the whole school community and that the RE is inclusive and taught in such a way that it is seen as highly relevant for all pupils at the Minster Junior School, "preparing them for the opportunities, responsibilities and experiences of life in modern Britain".

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Agreed by Chair of Governor

Review DateMay 2025.....