



## Religious Education (RE) Policy

This policy was adopted by the Full Governing Body.

Reviewed: Spring 2024

Next review: Spring 2026

Signed:

Signed:

Chair of Governors

Head teacher

Date:

Date:

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## Introduction

Stonehill school is a community school and delivers RE in line with the Locally Agreed Syllabus. We use the Jigsaw RE programme as our scheme of work.

## Aims

Jigsaw RE meets the requirements of our locally agreed syllabus and is aligned to all non- statutory guidance.

By following Jigsaw RE at Stonehill school 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 will develop 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 help 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.**

## Jigsaw RE Content

Jigsaw RE covers all areas of RE for the primary phase; Christianity plus one other religion is taught in each year group. The 'RE Content Overview' grid (Appendix 1) shows specific enquiries for each year group. We use the term Worldview below to encompass both religions and worldviews.

## How is RE organised in this school?

Jigsaw RE focuses on critical thinking skills, on personal reflection into the child's own thoughts and feelings, on growing subject knowledge and nurturing spiritual development and uses a 4-step model.

Step one: Engagement (piece 1)

Step two: Investigation (piece 2,3, 4)

Step three: Evaluation (piece 5)

Step four: Expression (piece 6)

This model is used throughout KS1 and KS2 and each piece of the enquiry is taught as a weekly RE lesson.

## SEND Provision

Teachers will add to the planning to meet the needs of the children in their class. 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. These are used by teachers to help adapt planning.

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## **Assessment**

Each enquiry has a built-in assessment opportunity. This task is the formal opportunity for teacher assessment of the children's knowledge of that religion, depth of critical thinking, and ability to answer the enquiry question. This stand-alone evidence is used in conjunction with other evidence such as records of discussions, recorded work and annotations from other lessons within the enquiry to assist the teacher in assessing whether a child is working at the expected level or towards or beyond it. Children are assessed over 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

## **Recording and tracking progress**

To support the teacher in tracking each child's progress throughout the year, there is an overview sheet for each enquiry on which to record the progress of the whole class. This supports teacher overview and facilitates subject leader monitoring and moderation.

## **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. Professional development meetings are used as an opportunity to review and share experience.

## **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 Jigsaw RE.

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. 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 each others' views and beliefs and those of the believers of that religion is encouraged at all times and that any artefacts are handled with respect and care. For this reason we provide the Jigsaw RE Charter.

## **Teaching Sensitive and Controversial Issues**

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.

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## **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:

- \* Half termly Curriculum overviews
- \* The school website
- \* Where RE is integrated- topic based homework as appropriate
- \* Discussions with class teacher at parents evening
- \* Discussions with subject leader (if needed)

## **Withdrawal from RE lessons**

Parents/carers have the right to withdraw their children from all or part of their Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher and/or RE Leader 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 that it is relevant to all pupils, and respects their own personal beliefs. Parents will be made aware of the learning objectives and what is covered in the RE curriculum and should be given the opportunity to discuss this, if they wish. The school may also wish to review such a request each year, in discussion with the parents.

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. No reasons need be given. Where parents have requested that their child is withdrawn, their right must 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*. 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.

- Child Protection Policy
- British Values
- Prevent Strategy
- Intent, Implication and Impact document
- Mental Health and Wellbeing policy
- PSHE and RSHE Policy

## **Training and support for staff**

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.

## **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.

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# Appendix 1

## Whole School RE Content Overview

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b> 	Christianity		Christianity	Judaism (Enquiry 1)	Christianity	Judaism (Enquiry 2)	Judaism (Enquiry 3)
	Creation, God the Father as an introduction to the Trinity.  <b>Jigsaw RE Enquiry: What do Christians believe about God?</b>		Incarnation, God the Son as continued introduction to the Trinity.  <b>Jigsaw RE Enquiry: What gifts might Christians in my town have given Jesus if He has been born here rather than in Bethlehem?</b>	The special relationship Jews have with God  <b>Jigsaw RE Enquiry: Who is God to the Jews?</b>	Salvation, God the Son – continuation of introduction to the Trinity.  <b>Jigsaw RE Enquiry: Why was Jesus welcomed like a king?</b>	Shabbat  <b>Jigsaw RE Enquiry: Is Shabbat important to Jewish children?</b>	Prayer and worship  <b>Jigsaw RE Enquiry: Does visiting the synagogue help Jewish children feel closer to God?</b>
<b>Year 2</b> 	Christianity		Christianity	Islam (Enquiry 1)	Christianity	Islam (Enquiry 2)	Islam (Enquiry 3)
	Jesus's example as the Son of God.  <b>Jigsaw RE Enquiry: Is it possible to be kind to everyone all of the time?</b>		Christmas – Jesus as a gift from God  <b>Jigsaw RE Enquiry: Why do Christians believe God gave Jesus to the world?</b>	The 99 names of Allah  <b>Jigsaw RE Enquiry: Who is God to Muslims?</b>	Salvation – Resurrections of Jesus at Easter  <b>Jigsaw RE Enquiry: How important is it to Christians that Jesus came back to life after his crucifixion?</b>	The prophet Muhammad  <b>Jigsaw RE Enquiry: How important is the prophet Muhammad to Muslims?</b>	The Qur'an – holy book  <b>Jigsaw RE Enquiry: How important is the Qur'an to Muslims?</b>
<b>Year 3</b> 	Hinduism (Enquiry 1)		Christianity	Christianity	Christianity	Hinduism (Enquiry 2)	Hinduism (Enquiry 3)
	Pilgrimage  <b>Would visiting the River Ganges make a person a better Sanatani?</b>		Christmas  <b>Has Christmas lost its true meaning?</b>	Incarnation, God the Son  <b>Could Jesus heal people?</b>	Salvation  <b>What is 'good' about Good Friday?</b>	Belief – aspects of one supreme being.  <b>What do some deities tell Sanatanis about God?</b>	Belief into action  <b>What is the best way for a Sanatani to lead a good life?</b>
<b>Year 4</b> 	Buddhism (Enquiry 1)		Christianity	Buddhism (Enquiry 2)	Christianity	Buddhism (Enquiry 3)	Christianity
	Life and Teachings of the Buddha  <b>Is it possible for everyone to be happy?</b>		Incarnation  <b>What is the most significant part of the Nativity story for Christians today?</b>	Buddha's teachings  <b>Can the Buddha's teachings make the world a better place?</b>	Easter (Salvation)  <b>Is forgiveness always possible for Christians?</b>	Beliefs into practice  <b>What is the best way for a Buddhist to lead a good life?</b>	Prayer and Worship  <b>Do people need to go to church to show they are Christians?</b>
<b>Year 5</b> 	Sikhism (Enquiry 1)		Christianity	Sikhism (Enquiry 2)	Christianity	Sikhism (Enquiry 3)	Christianity
	Beliefs into action  <b>How far would a Sikh go for their religion?</b>		Incarnation  <b>Is the Christmas story true?</b>	Beliefs and moral values  <b>How are sacred teachings and stories interpreted by Sikhs today?</b>	Salvation  <b>How significant is it for Christians to believe that God intended Jesus to die?</b>	Prayer and Worship  <b>What is the best way for a Sikh to show commitment to God?</b>	Beliefs and practices  <b>What is the best way for a Christian to show commitment to God?</b>
<b>Year 6</b> 	Islam (Enquiry 1)		Christianity	Christianity	Christianity	Islam (Enquiry 2)	Islam (Enquiry 3)
	Commitment  <b>What is the best way for a Muslim to show commitment to God?</b>		Incarnation  <b>How significant is it that Mary was Jesus' mother?</b>	Beliefs and Meanings  <b>Is anything ever eternal?</b>	Beliefs and Meanings  <b>Is Christianity still a strong religion over 2000 years after Jesus was on Earth</b>	Sacred writings  <b>How is the Qur'an vital to Muslims today?</b>	Life after death  <b>Does belief in Akhirah help Muslims lead good lives?</b>

