

Sholing Junior School



'Achieving Together'

imagination
integrity empathy
persistence enjoyment
awe the world self confidence religious
non religious
fascination emotions feeling
beliefs order
Spiritual
creativity grow beauty intangible wonder
truth love values
insight
reason
respect

conflict respect dilemmas
ethical issues
views discrimination judgments
care wrong crime
fairness
community
Moral
truth integrity justice welfare
cultures premises
values
moral codes

RE

honesty global self respect thoughtfulness sensitivity
values leadership context
responsibilities
rights thought skills debate
authority property local conflicts
social
qualities societies families interdependence team
inclusive
communities
role model

sporting local heritage
technological arts exchanges
talents encounters literature
attitudes nature
diversity scientific enrichment
cultural
traditions dignity national
partnerships musical global experience
museums equality drama

Katie Barnes

Primary RE Curriculum:

Religion and beliefs inform our values and are reflected in what we say and how we behave. RE is an important subject in itself, developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these. RE also contributes to pupils' personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers 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

Intent Statement

At Sholing Junior School, our RE curriculum provides pupils with the opportunity to learn about a wide range of religions in an inclusive and exploratory space. RE makes a unique contribution to the spiritual, moral, social and cultural development of pupils; it supports wider community cohesion and allows all children to become more informed, understanding and tolerant members of society. Sholing Junior School children belong to a wonderfully diverse nation that celebrates other cultures and beliefs, and our RE curriculum, enables learners to apply their depth of learning in later life.



RE at Sholing Junior School

In summary, our religious education for children and young people provokes challenging questions about the meaning and purpose of life, beliefs, the self, issues of right and wrong, and what it means to be human. It develops pupils' knowledge and understanding of Christianity, other principal religions, and religious traditions that examine these questions, fostering personal reflection and spiritual development. Learning encourages pupils to explore their own beliefs (whether they are 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. This also builds resilience to anti-democratic or extremist narratives.

Our RE Curriculum enables pupils to build their sense of identity and belonging, which helps learners flourish within their communities and as citizens in a diverse society. It teaches pupils to develop respect for others, including people with different faiths and beliefs, and helps to challenge prejudice. Children are taught to engage with people of all faiths and none. It prompts pupils to consider their responsibilities to themselves and to others, and to explore how they might contribute to their communities and with empathy, generosity and compassion.

RE is taught in all year groups weekly and children have the opportunity, over the four years they are with us, to learn about three out of the six major world religions in Britain. They will also gain insight into faiths beyond the 'big six'. In addition to this, children are provided with opportunities to experience different places of worship and benefit from a variety of visitors. At Sholing Junior School, RE is taught following the Hampshire agreed syllabus (The Living Difference document) which emphasises a process of enquiry into different concepts. These concepts are categorised as the following: Concepts common to all people, Concepts shared by many religions, Concepts distinctive to particular religions.

Our Aims

The aims of Religious Education are drawn from the Living Difference scheme of work. At Sholing Junior School we aim to:

1. Engage pupils in enquiry based learning about significant concepts/key ideas within religious and non-religious life experiences.
2. Enquire into beliefs and practices of Christianity, Sikh faith traditions and Islamic faith traditions.
3. Develop the ability to make reasoned and informed judgements about religious and moral issues with reference to the teaching of the principal religions represented in Great Britain.
4. Enhance their spiritual, moral, cultural and social development by:
 - Developing awareness of the fundamental questions of life raised by human experience, and how religious teaching can relate to them;
 - Responding to such questions with reference to the teachings and practices of religious traditions and to their understanding and experience;
 - Reflecting on their own beliefs, values and experiences in light of their study.
5. Develop respect for other people's right to hold different beliefs.
6. Develop a positive attitude towards living in a society of diverse religions.

Our Strategies

At Sholing Junior School we seek to involve a wide range of strategies to meet the individual needs of our pupils in studying R.E. by providing:

- Material drawn from three major religions – Christianity, Sikh faith traditions and Islamic faith traditions. In line with the Hampshire Agreed Syllabus 'Living Difference IV (2021)' the

teaching of religions will reflect the fact that the religious traditions in Great Britain are in the main Christian.

- Use the language of 'Many, Most, Some' to ensure inclusivity of all lived experiences of faith and to respect the diversity of religion.
- Planning around generic and some religion specific concepts such as ritual, temptation and resurrection. Links to Literacy and other foundation subjects are made where appropriate.
- A variety of resources are used, including books, artefacts, posters, DVDs, photos and people from local faith traditions.
- The opportunity to respond to material in a variety of ways. This may be through: poems, stories, speaking and listening activities, recounts, art work, drama, discussions and displays.
- Opportunities to share and discuss ideas about their work and the work of others.
- Opportunities to work individually and in small or larger groups.
- Suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways, for example, by:
 - setting common tasks which are open-ended and can have a variety of responses;
 - providing resources of different complexity, adapted to the ability of the child;
 - providing resources that aid writing and reading skills in order to respond appropriately.

Assessment, Record Keeping and Reporting

In order to ensure continuity, progression and high standards of achievement in R.E. assessment for every child will include:

- Teachers will formatively assess through observations, written work and dialogue with children. The school's assessment system is used to assess pupils against age related expectations.
- A summative assessment is used to ensure children are knowledgeable and informed as a consequence of what has been taught in each cycle of enquiry. Each child's progress over the year is provided in their end of year report.
- Children's achievement in R.E. is matched against Living Difference IV cycle of enquiry *eg. At communicate, children will respond creatively as well as begin to explain...*
- Children will be made aware of each cycle of enquiry at the beginning and throughout each cycle. A copy will be kept in their books to refer back to.

Gifted & Talented, S.E.N.D and Equal Opportunities

Pupils working at a Greater Depth

Pupils working at a greater depth in RE can reflect, enquire, contextualise, communicate and evaluate with ease and may be able to show they can do some or all of the following:

- Reflect on experiences with ease
- Asks insightful questions
- Acquire new religious vocabulary
- Appreciate feelings of being religiously committed and dedicated
- Appreciate forms of worship and beliefs
- Analyse information
- Formulate logical arguments
- Support personal views with sound reasons and advice
- Display original thinking
- Make connections between and within religions
- Consider implications of beliefs and actions
- Describe religious experiences using appropriate methods to explain religious ideas

SEND and equal opportunities

RE offers pupils with SEND opportunities to:

- develop their self-confidence and awareness
- understand the world they live in as individuals and as members of groups
- bring their own experiences and understanding of life into the classroom
- develop positive attitudes towards others, respecting their beliefs and experience
- reflect on and consider their own values and those of others
- deal with issues that form the basis for personal choices and behaviour

In order to ensure equal opportunities, teachers will:

- set suitable learning challenges, responding to pupils' diverse learning needs by overcoming potential barriers to learning and assessment for particular individuals and groups of pupils
- choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or modify the curriculum to remove barriers so all pupils have the opportunity to meet the same objectives.

Our R.E. Leader

The member of staff responsible for the management and development of R.E is Katie Barnes. She will:

- Seek to enthuse pupils and staff about R.E. and promote high standards of achievement and high quality provision.
- Advice and support in the planning, delivery and assessment of R.E.
- Moderate work in R.E. to ensure consistency with assessment.
- Manage and develop resources for R.E.
- Ensure assessment tasks allow for children to demonstrate their abilities in R.E.
- Monitor and evaluate R.E. throughout the school.
- Keep up to date with current developments by attending courses, liaising with colleagues across from other schools within the diocese, and use this as a basis for staff development.
- Ensure all teaching staff teach R.E. according to the planning and relevant time allocations.
- Support to gain knowledge on other faiths and traditions within our school in order to include these within an overview study.

Our Success Criteria

We expect 90% of our children to attain standards in line with the Living Difference IV document.