

## Religious Education (RE)

### Intent

At The Griffin Primary School, we use the National Curriculum as the basis for our RE lessons, supported by the Jigsaw RE scheme. The national curriculum states the legal requirement that:

**'Every state-funded school must offer a curriculum which is balanced and broadly based, and which:**

- **promotes the spiritual, moral, cultural, mental and physical development of pupils; and**
- **prepares pupils at the school for the opportunities, responsibilities and experiences of later life.**

*'Academies...must teach RE within the requirements for a locally agreed syllabus, set out in section 375 (3) of the Education Act 1996 and paragraph (5) of Schedule 19 to the School Standards and Framework Act 1998. The requirements are that a syllabus must 'reflect the fact that the religious traditions in Great Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Great Britain'.*

***National Association of Teachers of Religious Education.***

### Principles

We want our pupils to develop their knowledge and skills through Religious Education (RE), in order to prepare them for life in a modern, diverse Britain. We support children to be able to develop a respect for and have curiosity about other people's beliefs and values as well as making informed choices about how they want to live their lives.

Our policy reflects the traditions and beliefs of a multi-cultural society within a Christian culture. It will include common themes of world religions which help children to become aware of the hopes, fears and aspirations we all share.

The aims of our Religious Education curriculum are to develop children who:

- Develop knowledge and understanding of different religions.
- Consider their own feelings and experiences.
- Relate to people, events and experiences in the world around them.
- Engage in systematic enquiry by asking 'big' questions about life and to understand what different people believe and how this makes a difference to their life.
- Explore different perspectives.
- Reflect on ethical issues.
- Collaborate with others.
- Appreciate cultural diversity through subject-specific content.

## Implementation

Jigsaw RE is an enquiry-based scheme of work, covering the principal world faiths and humanism in a progressive way from Reception to Year 6.

In the EYFS, the learning is closely matched to Development Matters to contribute meaningfully to a child's holistic development. Throughout all the enquiries, the children's spiritual, moral, social and cultural education is carefully considered. We aim to give our youngest learners a taste of different experiences, based on their own understanding of the world. For the 5-11 age ranges, there are a minimum of 3 planned enquiries for Christianity teaching in every year group. We then choose one other worldview to teach alongside this in the remaining 3 half-termly teaching blocks for that year, from the choice provided of Buddhist tradition, Humanism, Judaism, Islam, Sanatana Dharma (formerly referred to as Hindu) and Sikhi.

### Four Step Enquiry Method

The **Key Question** for each **Enquiry** is such that it demands an answer that weighs up 'evidence' and reaches a conclusion based on this. This necessitates children using their subject knowledge and applying it to the enquiry question, rather than this knowledge being an end in itself. 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 the following 4-step model:

 <p style="text-align: center;"><b>Step 1 Engagement:</b></p>	 <p style="text-align: center;"><b>Step 2 Investigation:</b></p>	 <p style="text-align: center;"><b>Step 3 Evaluation:</b></p>	 <p style="text-align: center;"><b>Step 4 Expression:</b></p>
<p>The human experience underpinning the key question is explored here within the children's own experience, whether that includes a worldview/religion or not. So, for example, a human experience underpinning the question, 'What is the best way for a Sikh to show commitment to God?' is 'commitment', so step 1 aims to help all children resonate with the experience of 'commitment' in their own lives. Relating to this human experience acts as a schema to then help them better understand the worldview being studied.</p>	<p>The teacher guides the children through the enquiry, children gaining subject knowledge carefully selected to assist their thinking about the key question. The plans for step 2 cover the necessary subject knowledge to answer the enquiry questions. This ensures that the acquisition of the factual information about the religion /belief system being studied is embedded and important, but can be applied critically so that it is not an end in itself.</p>	<p>Step 3 draws together the children's learning and their conclusions about the key question of that enquiry. There is an assessment opportunity included which gauges the children's progress by using the descriptors provided.</p>	<p>Children are taken back to Step 1, their own experience, to reflect on how this enquiry might have influenced their own starting points and beliefs. There is often further evidence for their personal development (green strand) produced in this lesson.</p>

## Impact

### Teacher assessment

#### Formative

Formative assessment is embedded throughout RE lessons to ensure that teachers can gauge pupils' understanding in real time and adapt their teaching accordingly.

- **Questioning** – Lesson plans include targeted and open-ended questions to check understanding, promote critical thinking and address misconceptions.
- **Observation** – Teachers are supported to observe pupils during tasks, noting how they approach activities, collaborate and apply geographical skills.
- **Discussion and peer interaction** – Pair and group discussions are built into lessons, providing opportunities for pupils to articulate their thinking and for teachers to assess understanding through dialogue.
- **Lesson pauses** – Plans include strategic pause points for checking comprehension, summarising learning and addressing any common errors before progressing.
- **Retrieval practice** – Recap activities, such as short recall tasks and oral explanations, are embedded to reinforce prior knowledge and assess retention.
- **Use of success criteria** – Success criteria are shared within lessons, allowing pupils to self-assess or peer-assess their work and reflect on their progress.
- **Short reflections in the Wrapping up** – Lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.

#### Monitoring

- Learning walk
- Termly reviews about how the curriculum is being implemented and the outcomes
- Pupil outcomes recorded as appropriate

#### Outcomes

- Teacher assessments each term
- Annual reports