

Hunts Cross Primary School RE Policy including Jigsaw RE

| | |
|-----------------------------|---------------------|
| Name of school | Hunts Cross Primary |
| Date of policy | May 2025 |
| Member of staff responsible | K. Davis |
| Review date | July 2027 |

Introduction

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).

This fits with our school ethos of creating model citizens who make the most of their abilities to become responsible caring members of the community.

At Hunts Cross Primary School we deliver RE in line with the Liverpool Locally Agreed Syllabus. We use the Jigsaw RE programme as our scheme of work.

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/DCSF-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 Jigsaw RE Scheme of Work

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

By following Jigsaw RE at Hunts Cross Primary 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 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**

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 grid below shows specific enquiries for each year group.

Foundation Stage:

| 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 |
| Who is God to Jews? | Christianity |
| Why was Jesus welcomed like a king or celebrity on Palm Sunday? | Christianity |
| Is Shabbat important to Jewish children? | Judaism |
| Does visiting the synagogue help Jewish children feel closer to God? | 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 |
| Who is God to Muslims? | Islam |
| How important is it to Christians that Jesus came back to life after His crucifixion? | Christianity |
| How important is the prophet Muhammad to Muslims? | Islam |
| How important is the Qur'an Muslims? | Islam |

Year 3:

| Discovery Enquiry | Religions Studied |
|---|--------------------------|
| Does joining the Khalsa make a person a better Sikh? | Sikhism |
| 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 |
| Do Sikhs think it is important to share? | Sikhism |
| What is the best way for a Sikh to show commitment to God? | Sikhism |

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 |
|--|--------------------------|
| What is the best way for a Hindu to show commitment to God? | Hinduism |
| Is the Christmas story true? | Christianity |
| How can Brahman be everywhere and in everything? | Hinduism |
| How significant is it for Christians to believe God intended Jesus to die? | Christianity |
| Do beliefs in Karma, Samsara and Moksha help Hindus lead better lives? | Hinduism |
| 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 |
| 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 do inspirational people impact in how Humanists live their lives today? | Humanism |

How is RE organised?

Jigsaw 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 at the end of each unit of work and children have lots of opportunity to express their own thoughts and beliefs and empathise with believers of that religion or belief position.

At EYFS RE is delivered flexibly according to the statutory requirements of the EYFS.

At Key Stage 1 and Key Stage 2, pupils spend approximately 40 minutes weekly on RE.

These minimum time requirements include visits and RE curriculum days but not school productions related to festivals, assembly or collective worship time.

Differentiation/SEN

Jigsaw 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 exceeding the expected level of achievement.

Assessment

Assessment in RE is seen in its broadest sense and is not limited to measurement and testing.

Through activities for example, discussion with pupils, group activities, observing, displaying work, asking and answering questions, teachers are continually finding out about the children's achievements.

Teachers are eager to ensure children are making progress with their learning throughout their RE. Therefore, each enquiry has built-in assessment. 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 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 is exceeding 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

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 (exceeding).

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. Jigsaw RE enquiries give teachers meaningful evidence to cite in reports.

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 class floor books 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.

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 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.

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 other's views and beliefs and those of the believers of that religion is always encouraged. Any artefacts that are handled are treated with respect and care.

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.

Withdrawal from RE lessons

At Hunts Cross Primary School, it is our practice to inform parents/carers to ensure that they understand the aims and values of the RE curriculum before honouring the right of withdrawal from all or part of the Religious Education. Those parents/carers wishing to exercise this right are invited in to see the head teacher 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. Once a child has been withdrawn, they cannot take part in the RE programme until the request for withdrawal has been removed.

CROSS CURRICULAR APPROACHES

RE teaching and learning will be the means to many wider cross-curricular themes and dimensions. Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will be developed.

RE presents many opportunities to explore multicultural and equal opportunities issues and for consideration of the environment. Moral questions will be raised, and pupils will develop a sense of citizenship through many aspects of the explicit RE curriculum. Links will be made with people and communities within the locality.

The RE curriculum makes a significant contribution to pupils' developing knowledge and awareness of Prevent, British values, keeping children safe and the diversity, equality and cohesion agendas, these are all essential contributing factors in providing outstanding RE teaching and learning for all children.

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.

Policy Review

This policy is reviewed every two years.