



Brackley
Junior School
CHURCH OF ENGLAND

'We are a Caring, Celebratory, Courageous, Christ-inspired, Community rooted in Love.'

Religious Education Policy

Policy Ownership	Curriculum Committee
Statutory Requirement	Yes
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Adopted by FGB	
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"Life in all its fullness"



Brackley C of E Junior School



Religious Education Policy

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Introduction

"Religious Education in a Church School should enable every child to flourish and to live life in all its fullness (John 10:10). It will help educate for dignity and respect encouraging all to live together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person."

(Taken from A Statement of Entitlement – The Church of England Education Office 2019)

The Diocese of Peterborough's Board of Education Vision Statement aims to, "provide all the children and young people with an excellent education in every area of the curriculum and in every aspect of their personal development, so that they are able to lead a fulfilling life and are equipped to make the world a better place. We want pupils to leave school with a rich experience and understanding of Christianity and other world faiths . . . We aim to make sure our pupils appreciate the biblical basis and Christian beliefs that underpin Christian values."

(Taken from 'Education for Life, deeply Christian, serving the common good' – DBE 2019)

At Brackley Church of England Junior School, pupils and their families can expect a high quality RE curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and worldviews. As a church school, the teaching of Christianity is at the heart of our RE curriculum. RE is carefully planned using the Jigsaw RE scheme to ensure a coherent and progressive curriculum. Units are enquiry-led and structured to build understanding step by step, revisiting and deepening prior learning. Using the Northamptonshire Agreed Syllabus for RE 2025 and supported by the Diocese of Peterborough RE Syllabus, we learn about other religions and worldviews, fostering respect for them. Links with our Christian values and vision, and support for pupil's spiritual, moral, social and cultural (SMSC) development are intrinsic to our RE curriculum and have a significant impact on our learners. We provide a wide range of opportunities for pupils to understand and make links between the beliefs, practices and value systems of the range of faiths and worldviews studied.

Our Vision

"Life in all its fullness" (John 10:10)

Our Vision keeps us focused on the education we provide being about nurturing and supporting the whole child in every respect, including academically, spiritually, socially, emotionally, culturally, pastorally and morally.

"Life in all its fullness"

Our Mission Statement

"We are called to a full life, in body, mind, heart and spirit; nurturing the whole child to thrive academically and spiritually within our Christian school."

Our Values

'We are a Caring, Celebratory, Courageous, Christ-inspired Community rooted in love.'



Our Spirituality

"We see spirituality as fuelling each child's inner spark, inspiring belief in something greater than ourselves."

RE makes a vital contribution towards our Vision through providing a supportive and caring environment in which children feel secure and able to express their own views and beliefs. They are encouraged to value their own opinions and beliefs, challenge their thinking and show respect and sensitivity for the views of others.

Pupils are encouraged to understand the importance of the role that each individual has to play in the life of the school and of the wider community. Links are made with a variety of faith and worldview groups to help with this. Our vision is to prepare children to have, "Life in all its fullness," and develop the courage to make their own personal choices and to become respected members of our community.

Aims and Purpose

The principal aim for Religious Education is, "to enable pupils to hold balanced and informed conversations about religion and belief."

This principal aim incorporates the following aims of Religious Education in Church Schools as taken from the "Church of England Statement of Entitlement 2019." This is also in line with the Northamptonshire Agreed Syllabus for RE. For pupils to:

- Know about and understand Christianity as a diverse global living faith through the exploration of core beliefs, using an approach that critically engages with biblical text
- Gain knowledge and understanding of a range of religions and worldviews, appreciating diversity, continuity and change within the religions and worldviews being studied
- Engage with challenging questions of meaning and purpose raised by human existence and experience
- Recognise the concept of religion and its continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places
- Explore their own religious, spiritual and philosophical ways of living, believing and thinking.

Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate, and as a minimum, pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith

"Life in all its fullness"

- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning
- Engage in meaningful and informed dialogue with those of other faiths and none
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.

Legal Requirements

Religious Education must be provided for all registered pupils in full time education except those withdrawn at their parents' request.

(DfE Circular 1/94, paragraphs 44 & 49, and Non-Statutory Guidance 2010 page 28)

Right of Withdrawal

In keeping with the law, parents may withdraw their children from Religious Education provided they give written notification to the school. Parents are not required to give their reasons for wanting to do so. The school must ensure that suitable supervision is provided for the pupil. However, in view of the Christian ethos and distinctive Christian character of our school, we would hope that all pupils admitted will participate fully in RE, and that anyone wishing to withdraw their child would discuss this with the Headteacher before making such a decision.

Staff will always refer to the Subject Leader or Headteacher any questions from parents about withdrawals.

There are no pupils withdrawn from RE at present.

Cross-curricular Links

RE supports the development of a wide range of educational skills such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs. RE also makes a major contribution to pupils' SMSC development. It addresses issues which arise in a range of subjects such as English, Art, Drama, History, Geography, Computing and Music, as well as personal, social and emotional education and citizenship.

Health and Safety

Health and safety issues may arise in RE on different occasions for example, when pupils:

- Handle artefacts
- Consume food
- Visit places of worship

Teachers will conform to the guidelines set out in the school's Health and Safety Policy in these circumstances and plan according to pre-activity risk assessments.

National and Local Context

We provide a range of opportunities for pupils to make links between beliefs, practices and value systems of the range of faiths and worldviews studied.

Our teaching and learning pedagogy uses an enquiry-based approach that engages with text and beliefs and helps to develop religious and theological literacy.

Brackley Church of England Junior School is the only voluntary controlled school in the heart of Brackley, a growing market town. As such, we follow the Northamptonshire Agreed Syllabus for RE which is heavily supported by the Diocese of Peterborough Syllabus for RE. Our feeder school,

Waynflete Infant School is an Academy and is not distinctly Christian in its ethos. This must be taken into account with the RE learning and content provided for our children in Year 3.

The majority of families at Brackley CE Junior School belong to the Christian faith, however we also have families from other faith and of no faith. The overwhelming majority of children identify as White British. We welcome families of all faith and are inclusive of all backgrounds and beliefs. We have very close links with St. Peter's Church, Reverend Richard Duncan and Helen Coxon, the Children and Families Worker. Both Revd. Rich and Helen support RE learning and Collective Worship, both in school and at St. Peter's Church.

We also have close links with the local community. This includes welcoming visitors to the school from a variety of religious and non - religious backgrounds to support RE lessons and talk to the pupils such as the Town Council, Humanist Society, Salvation Army, The Hope Centre, Northampton Sikhi, our friends in the Hindu community and many more. Pupils also experience visits to diverse places of worship. All such visits are fully educational in nature and no confessional religious practice takes place.

We are able to regularly visit St. Peter's Church in the immediate vicinity of the school, where faith leaders and other members of the community are willing to meet with children and be involved in RE. We use this valuable resource for all classes.

Pupils also have the opportunity to experience the celebration of different cultures and festivals other than their own, within RE and other areas of the curriculum and Collective Worship

Curriculum for Religious Education

We aim to nourish and equip our children to *"live life in all its fullness,"* inspired by the love of Jesus Christ, building on our Feed My Lambs heritage. (John 10:10 and 21:15)

RE is an academic subject that has a high profile in our school curriculum. It is a priority for senior leaders, who ensure that the teaching, learning and resourcing of RE is comparable with other curriculum subjects.

This means that the RE curriculum:

- Contributes to British Values (mutual tolerance, respectful attitudes, democracy, the rule of law and individual liberty) and to pupils' spiritual, moral, social and cultural development.
- Is delivered in an objective, critical and pluralistic manner to engage and challenge all pupils through an exploration of core concepts and questions. Lessons provide meaningful and informed dialogue with a range of religions and worldviews.
- Enables pupils to develop their religious literacy.
- Enables pupils to acquire a rich, deep knowledge and understanding of Christian belief and practice, including the ways in which it is unique and diverse, whilst engaging with biblical texts and theological ideas.
- Provides opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help to form identity in a range of religions and worldviews.


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- Supports the development of other curriculum areas and a wide range of skills such as literacy, empathy and the ability to express thoughts, feelings and personal beliefs.
- Encompasses the full range of abilities to ensure that all flourish academically, using a wide range of teaching and learning strategies which consider the task, outcome, resource, support and pupil grouping as appropriate to pupils' needs.
- Offers tasks that are age appropriate, challenging and sufficiently demanding to stimulate and engage all pupils, whilst extending the most able and providing support for those who need it. Ensures that all pupils' contributions are valued in RE as they draw on their own experiences and beliefs.

Curriculum Balance and Time

In order to deliver the aims and expected standards of the Northamptonshire Agreed Syllabus 2025, Brackley Church of England Junior School allocates curriculum time for RE based upon the law and the *Statement of Entitlement* from the Church of England Education Office. **Schools should aim to be close to 10% of curriculum for teaching RE but must be no less than 5%.** Christianity should be the majority religion studied in each year group and should be at least 50% of curriculum time.

At Brackley Church of England Junior School we organise our RE time as detailed in the Long Term Plan for RE (see below). Each class receives 1 hour of RE a week. In addition to this, six half days each academic year are devoted to exploring each of our six core values and associated Bible verse. The first RE lesson of the academic year for every class in every year group, also focuses on and explores Feed My Lambs (John 21:15) – the foundation of our Christian school.

		Jigsaw RE Overview Annual Coverage				Christianity 50%	Humanism 8.3%
		Sanatana Dharma 12.5%		Islam 16.6%	Judaism 12.5%		
Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
3	Religion: Judaism Enquiry question 1: What is the best way for a Jew to lead a good life?	Religion: Christianity Enquiry question 2: Has Christmas lost its true meaning? Theme: Christmas (Incarnation, God the Son)	Religion: Christianity Enquiry question 3: Could Jesus heal people? Did he perform miracles or is there some other explanation? Theme: Incarnation, God the Son (demonstrated through the powers and gifts that Jesus showed)	Religion: Christianity Enquiry question 4: What is "good" about Good Friday? Theme: Salvation	Religion: Judaism Enquiry question 5: How do Jewish beliefs, teachings and stories impact on daily life?	Religion: Islam Enquiry question 6: Does praying at regular intervals help Muslims in their everyday lives?	
Enrichment Opportunity							
4	Belief: Humanism Enquiry question 1: What motivates Humanists to lead good lives?	Religion: Christianity Enquiry question 2: What is the most significant part of the Nativity story for Christians today? Theme: Incarnation	Religion: Islam Enquiry question 3: Does completing a pilgrimage make a person a better Muslim?	Religion: Christianity Enquiry question 4: Is forgiveness always possible for Christians? Theme: Easter (Salvation)	Religion: Judaism Enquiry question 5: How does celebrating Shavuot help Jewish children feel closer to God?	Religion: Christianity Enquiry question 6: Do people need to go to church to show they are Christians? Theme: Prayer and Worship	
Enrichment Opportunity							

5	Religion: Islam Enquiry question 1: What is the best way for a Muslim to show commitment to God? Theme: Commitment.	Religion: Christianity Enquiry question 2: Is the Christmas story true? Theme: Incarnation	Religion: Sanatana Dharma Enquiry question 3: What is the best way for a Sanatani to show commitment to God?	Religion: Christianity Enquiry question 4: How significant is it for Christians to believe that God intended Jesus to die? Theme: Salvation	Belief: Humanism Enquiry question 5: How do inspirational people impact on how Humanists live today?	Religion: Christianity Enquiry question 6: Does belief in the Trinity make better sense of God as a whole? Theme: Trinity
Enrichment Opportunity						
6	Religion: Sanatana Dharma Enquiry question 1: How can Brahman be everywhere and in everything?	Religion: Christianity Enquiry question 2: How significant is it that Mary was Jesus' mother? Theme: Incarnation	Religion: Islam Enquiry question 3: How is the Qur'an vital to Muslims today?	Religion: Christianity Enquiry question 4: Is Christianity still a strong religion over 2000 years after Jesus was on Earth? Theme: Beliefs and Meanings/Salvation	Religion: Sanatana Dharma Enquiry question 5: Do beliefs in Karma Samsara and Moksha help Sanatanis lead good lives?	Religion: Christianity Enquiry question 6: Is anything ever eternal? Theme: Beliefs and Meaning/ Salvation
Enrichment Opportunity						


 We also have six values afternoons each academic year, during which time we explore one of our six core values and the Bible quote connected with it.

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Teaching and Learning Styles

Learning activities provide fully for the needs of all pupils, so that they develop a wide range of skills including enquiry, analysis, interpretation, evaluation and reflection. RE lessons, provide a safe space to explore their own religious, spiritual and/or philosophical ways of seeing, living and thinking, believing and belonging. They provide opportunities to engage in meaningful and informed dialogue with those of all religions and worldviews. Pupils experience opportunities to learn and express themselves through an enquiry-based style of learning.

Teaching in RE challenges stereotypes, misinformation and misconceptions about race, gender and religion. Lessons seek to present religions and worldviews in all their richness and diversity in terms of beliefs, traditions, customs and lifestyle in a sensitive and accurate way in order to encourage a positive attitude towards diversity. All questions, views, and opinions are treated with sensitivity and respect.

Teachers establish clear links between elements of religious belief and practice and aspects of the children's own lives. Teaching enables pupils to gain something of personal value from their study of religious belief and practice, for example, the way that they might apply insights gained from religious stories to their own lives.

The Northamptonshire Agreed Syllabus 2025, supported by the Diocese of Peterborough RE Syllabus have been designed as a resource to support schools in developing and delivering excellence in RE. The Diocese of Peterborough RE Syllabus sets out an approach to teaching and learning, supporting teachers to help pupils encounter core concepts in religions and beliefs in a coherent way, developing their understanding and their ability to hold balanced and informed conversations about religions and beliefs.

We implement the Northamptonshire Agreed Syllabus 2025 through Jigsaw RE – an innovative and comprehensive scheme of work for Religious Education which supports children in developing an understanding of their own and others’ worldviews, underpinning their own growth of empathy and respect.

Teachers use a variety of teaching and learning styles in Religious Education, to help all pupils engage and access the learning. The variety of styles enables pupils to encounter their preferred learning style as well as to develop a broad repertoire. The teaching and learning styles used promote a range of skills such as thinking skills, reasoning, enquiry and research.

Examples of active learning strategies and activities, which we use, are:

- Dramatic conventions
- Group work
- Individual reflection
- Use of music and art
- Artefact handling; Multi - sensory approaches
- Visits and visitors
- Use of ICT and Multimedia
- Use of photos, posters, DVDs

Subject Leadership

RE is a core subject in all Church of England schools. RE has equal status with other core subjects in staffing, responsibility and resourcing.

The Subject Leader for Religious Education has the following role.

Policy, knowledge and development

- Reviews the School RE Policy annually
- Devises a whole school Long Term Plan and Schemes of Work which cater for progression
- Decides which religions are to be included, based on the syllabus requirements
- Ensures that curriculum time is sufficient across the school
- Devises appropriate procedures for planning, assessment, recording and reporting pupils’ work in line with whole school
- Ensures that SEN, EAL school policies are promoted in RE
- Promotes RE with staff, pupils, parents and governors
- Promotes displays of pupils’ work in RE
- Audits available resources, buys new ones and deploys appropriately
- Keeps up to date with local and national developments

Monitoring

- Reviews, monitors and evaluates the provision and the practice of RE
- Identifies trends, makes comparisons and knows about different groups within the school
- Monitors planning, checking for clarity of outcomes and aspects of differentiation
- Provides observation feedback and report on findings
- Samples pupil’s work
- Evaluates outcomes for pupils in RE for progress and attainment
- Sets overall school targets for improvement

Quality Assurance

We ensure that there is external verification of standards in RE in a variety of ways:

- RE Today- RE in Action resources
- Commitment to RE Network Meetings.
- RE Link Governor monitoring
- Completing SIAMS
- Self-evaluation and reflection

Resources

A wide range of resources and books are in place for each theme/question within Religious Education. These are all individually boxed according to religion. We maintain a wide range of RE books in the library, which offers many stories and information from different traditions. Teachers may choose to use these in RE. Staff are invited to suggest gaps in the resources for future spending.

Assessment, Recording and Reporting

Assessment in RE will:

- Involve identifying suitable opportunities in resources used such as “Jigsaw RE”
- Be directly related to the expectations of the Northamptonshire Agreed Syllabus 2025, with children’s learning outcomes assessed through the Disciplinary Lenses: Theology, Social Sciences and Philosophy.

Theology

Pupils explore the core beliefs and ideas that shape how people view the world.

Social Sciences

Pupils explore how and why people put their beliefs into action through behaviour, decisions, and practices.

Philosophy

Pupils explore philosophical and ethical questions through the lens of different worldviews. They reflect on how these ideas might challenge their own perspectives.

All children also carry out a mid-term review of their RE learning mid-enquiry question so that teachers have an opportunity to assess what their children currently know and understand, and respond accordingly in following learning time.

Monitoring, Evaluation and Review

The RE Subject Leader will review this policy annually.

We also maintain a SIAMS Self-Evaluation document and SIAMS action plan to help continually monitor, evaluate and review our practice at Brackley CE Junior School.