



Alderton Junior School

Religious Education Policy

Curriculum Aims/Intent

The aim of Religious Education at Alderton Junior School is for all our pupils to develop the virtues of respect and empathy, which are important in both our diverse society and our culturally-expanding school community.

Organisation

With the make-up of our school ever changing, we teach RE through the SAT (Saffron Academy Trust) RE Scheme (in line with the Essex SACRE), which explores Religious Education through three distinct lenses: Theology, Philosophy and Human and Social Science, adapting it to suit the needs of our community.

RE - Learning Through a Lens



Theology Lens - Thinking through Believing

- Ask questions that believers would ask
- Think like theologians
- Explore questions and answers that arise from inside religions and worldviews



Philosophy Lens – Thinking through Thinking

- Ask questions that thinkers would ask
- Think like philosophers
- Explore questions and answers raised through considering the nature of knowledge, existence and morality



Human & Social Science Lens – Thinking through Living

- Ask questions that people who study reality would ask
- Think like human and social scientists
- Explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives

Teaching and Learning

The hallmarks of the Saffron Academy Trust Scheme are that it is Accessible, Consistent and Engaging for all.

Accessible	Consistent	Engaging
✓ Equity of opportunity for all pupils ✓ Learning is scaffolded up, not differentiated down ✓ Content and resources are Multi-Dimensional, Multi-Media & Multi-Sensory ✓ Clarity of instruction – Teachers & Pupils	✓ Quality & Presentation ✓ Unit Structure ✓ Session Structure ✓ Pedagogical approaches: ○ Rosenshine's Principles ○ Cooperative Learning ○ Kagan Structures ✓ Planning and Resources ✓ Aims & Outcomes	✓ Ambitious, Pitched-Up Planning ✓ Inspiring and exciting content ✓ Meaningful Outcomes: Session & Unit ✓ Purposeful Activities ✓ Cross-curricular links ✓ Active Participation ✓ Integrated Challenge

Religious Education is taught on alternate weeks in the Autumn and Spring Term and weekly in the Summer Term. Each year group will cover 4 units over the course of an academic year with each unit comprising 5 or 6 lessons. The lessons are sequenced accordingly:

Sequence of Learning



Prior to starting the unit, pupils will complete a Never Heard the Word assessment page so that Teachers can get a grasp of their understanding of key vocabulary of the unit. It is important that teachers refer to this key vocabulary in every lesson and encourage pupils to use this key vocabulary, even if it initially appears over-ambitious for the pupils.

Each lesson taught builds up to the final task and gives the children the skills and knowledge to complete their assessment task which is the final lesson.

Planning

Please see the [Curriculum Map for KS1-KS2](#) to see the long term planning for AJS and AIS. We have worked in collaboration with the Infants school to ensure consistency in approach and to build on the knowledge of the students as they pass through the school.

Teachers are expected to use the written planning, slides and resources provided by the Saffron Scheme but make adaptations and scaffolds as necessary for the pupils in their class. The

[Checklist for RE Planning in the first year:](#) will support teachers in making the necessary changes for each unit.

Teachers will also follow the [W RE Non Negotiables from September 2023.docx](#) when planning and Teaching Religious Education.

Trips, visits and assemblies:

Throughout the year, assemblies will be held by SLT and the RE Lead to celebrate different religious festivals from different religions. In Spring 2, all year groups will research one religious festival so that by the end of Year 6, all pupils will have a knowledge and understanding of four key religious festivals that are celebrated around the world.

Each year group will undertake one trip to a place of worship of the religion studies. These are detailed on the [Curriculum Map for KS1-KS2](#). These take place at the same time the religion is studied to enhance the pupils' knowledge and understanding of the religion.

Class teachers are encouraged to consider inviting members of the local community that have an expertise in specific religions, into the school to enhance the teaching of religious education.

Resources

Resources are provided by the Saffron Unit at the end of the written plan and Google slides are also available for each lesson. In the planning documents, there are also examples of Never Heard the word assessment pages for each unit.

Teachers are provided with a unit pack which is comprised of;

- *a printed unit plan for teachers to annotate as necessary*
- *a vocabulary ladder for display throughout the unit*
- *a vocabulary matching game suitable for each year group to carry out at least once towards the end of the unit*

Inclusion

Teachers are expected to make any necessary adaptations/scaffolds dependent on the needs of the pupils in their class/year group to ensure all pupils have access to the Religious Education Curriculum.

Right to Withdraw from religious education and/or collective worship

Parents have the right to withdraw their child/ren fully or partially from religious education and/or collective worship. Parents are not required to give a reason for the withdrawal, although, we do ask parents to put their request in writing to the Headteacher.

Assessment

At the end of each unit, the pupils will complete an assessment task which is detailed in the [Curriculum Map for KS1-KS2](#). Teachers are expected to respond to and deal with any misconceptions during the unit. Although formal marking is not required during the units, the final assessment will be marked in a similar way to a 'hot write' with 2 greens and a positive comment. Some units will have video evidence of the final assessment - teachers are expected to upload these to their year group RE planning folder.

Monitoring

The RE Lead will carry out Pupil Voice interviews, regularly carry out book looks, and liaise with the staff regarding planning and scaffolding. Lesson observations can be carried out when possible.

Health and Safety

N/A

Links to other policies

Marking and Feedback policy

Policy written by: M Gordon

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