

Religious Education (RE) policy MELBOURNE JUNIOR SCHOOL

March 2025



Approved by:

Full Governing
Board

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Policy Statement

This document is a statement of the aims, principles and strategies for the teaching and learning of Religious Education (RE) at Melbourne Junior School.

Introduction

Religious Education is a requirement for all children within key stage 2 (KS2). Melbourne Junior School has adopted a whole school approach to the teaching of RE to all KS2 pupils.

The National Curriculum 2014 asserts that: *All state schools ... must teach religious education to pupils at every key stage* and the Non-Statutory Guidance 2010, published by the Department for Children, Schools and Families that: *RE is an important curriculum subject. It is important in its own right and also makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion. The Government is keen to ensure all pupils receive high-quality RE.*

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), 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.

Aims

Our aim is to develop deep thinkers who are open-minded about religion and worldviews. We use a commercial scheme to deliver an RE curriculum which covers that proposed by the Derbyshire Agreed Syllabus, and which is relevant to pupils, preparing them for life in modern Britain. Through the scheme, children will secure a deep understanding of concepts in order to be able to make connections, ask and respond to challenging questions, learn to respect and appreciate worldviews that are different to their own and consider their personal preconceptions, responses and views. Children will study religions locally, nationally and globally, enabling them to make links and connections between different worldviews. By revisiting key "big questions" and building on prior knowledge, pupils will learn about how religion and worldviews are lived experiences across the world, consider the impact of worldviews on society and have opportunities to consider their personal worldviews. The scheme of work enables pupils to meet the government guidance, which states that RE must reflect 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". Its scheme has been designed to fulfil the aims of **A Curriculum Framework for Religious Education in England** and units have been chosen to reflect the **Derbyshire Agreed Syllabus**.

Teaching and Learning Overview

Our whole school approach to the teaching and learning of RE is in line with the recommendations of the Non-statutory Guidance for Key Stage 2, which aims to ensure that all pupils:

- Know and understand religious concepts relating to beliefs, practices, community and belonging, and wisdom and guidance.
- Develop an understanding of the influence of organised and personal worldviews on individuals, communities, countries and globally.
- Develop understanding of their relationship with the content studied, being able to talk about their assumptions and preconceptions.
- Build secure vocabulary which allows them to talk confidently and fluently about their learning.
- Answer questions about worldviews through an enquiry-based approach including investigating, interpreting, evaluating, applying and expressing.
- Talk about the similarities and differences between their own and others' beliefs with respect and open mindedness.
- Understand the lived experiences of religious and non-religious worldviews to be diverse within and between people and communities.
- Develop an understanding of the ways in which personal and organised worldviews may develop and change across time and place.

Organisation & Delivery

RE is taught in a whole class setting by the class teacher and is therefore not reliant on one key member of staff.

Teachers plan their lessons using our scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children. They have clear, achievable objectives and incorporate different learning styles. SEND children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has timetabled lessons across the academic year.

RE lessons may include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Discussion and debate
- Differentiated desk-based consolidation activities
- Art and creative activities

Below is an example outline of the units we will cover throughout KS2, although this should be reviewed annually:

Year 3:

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| Autumn – What Makes Us Human? |
| Spring – Where Do Our Morals Come From? |
| Summer – What Happens If We Do Wrong? |

Year 4:

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| Autumn – Are All Religions Equal? |
| Spring – Just How Important Are Our Beliefs? |
| Summer – Does the Language of Scripture Matter? |

Year 5:

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| Autumn – Why Do Some People Have to Stand Up For What They Believe In? |
| Spring – Why Doesn't Christianity Always Look the Same? |
| Summer – Why Are Some Places in the World Significant to Believers? |

Year 6:

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| Autumn – Why Does Religion Look Different Around the World? |
| Spring – Why Is It Better To Be There In Person? |
| Summer – What Place Does Religion Have in Our World Today? |

Resources

The Kapow scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

Evidence of Teaching & Learning and Transition at End of Key Stage

Work completed by the children is evidenced in class floor books.