

# Thomlinson Junior School



**'LEARNING THROUGH EXPERIENCE AND ADVENTURE'**

## **RE Policy 2024/2025**

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# **1. Statement of Intent**

## **Curriculum Intent**

Our well designed, ambitious curriculum places our pupils at its centre and we aim to deliver a curriculum that truly meets the needs of our children. All children have access to a rich, broad, exciting and balanced curriculum which enables each individual to develop emotionally, socially and intellectually.

We aim to offer a primary curriculum that not only inspires learning but develops skills, knowledge and understanding to successfully equip children for later life. At Thomlinson Junior School our school vision and values permeate all areas of school life and underpin all learning. Along with striving for high academic standards, we place great emphasis on inclusion and the nurturing of well-rounded children. Our curriculum is crammed with opportunities to promote pupils' personal development to ensure we have happy children who are ready to engage and access learning.

## **Curriculum Implementation**

At the heart of our curriculum are our core subjects of English, Maths, Science and PSHE. We also truly value our wider curriculum, covering all other National Curriculum subjects. Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted to ensure that children's learning builds effectively as they move through the school. Learning across the curriculum is sequential and each subject area has a clear rationale behind its design.

We are fully committed to providing our children with a wide and rich range of learning experiences beyond the classroom. Our classroom learning is routinely enhanced by interesting and exciting experiences including field studies, visits, workshops, trips and a range of residential locally and nationally!

At Thomlinson Junior School we are proud of the reputation of our inclusive school environment. Teachers and Teaching Assistants set high expectations for every pupil, responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils. Lessons are planned to ensure that there

are no barriers to every pupil achieving. Where necessary, pupils have access to specialist equipment and different approaches. Teachers plan lessons so that all pupils can access the full curriculum.

## **Curriculum Impact**

It is important to us that our children achieve excellence not only in the core subjects, but in every curriculum subject. We have lots of ways of measuring and celebrating success across the curriculum, as well as ensuring that children know what they need to do to progress.

We ensure that we maintain a broad and balanced curriculum in the following ways:

- Experienced Subject Leaders for every subject.
- Every subject included in our School Development Plan and Monitoring Schedule - meaning that standards and attainment in every subject are always being checked and improved.
- Accountability to Governance for every subject - all subjects have a nominated governor, who leaders update regularly. It's the job of the governors to ask us challenging questions about how to make our school even better!
- Termly Pupil Progress Meetings.
- Communication with parents about all strands of the curriculum.
- To ultimately learn through experiences and adventures.

## **2. RE at Thomlinson Junior School**

This policy sets out Thomlinson Junior School's aims and strategies for the successful delivery of RE. This policy should be read in conjunction with other relevant school policies such as the Safeguarding, Equal Opportunities, Curriculum, Finance, Teaching & Learning, SEND and Assessment policies. The policy has been developed by the RE Leader (Mrs Watson) in consultation with the SENCO, Leadership Team and teachers. Guidance from consultants and pupil, parent and staff voice questionnaires have shaped and will continue to help shape this policy. This policy is based on government

recommended/statutory programmes of study. It is recommended that this policy is reviewed, at minimum, at the start of every academic cycle.

### **3. Teaching and Learning**

Thomlinson Junior School believes that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. Children are given the opportunity to explore a range of different world faiths and will show respect to others as well as being able to share their own viewpoints in a respectful manner. Our teaching enables children to extend their own sense of values and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum.

Our teaching and learning styles in RE supports our children in building on their own experiences and extending their knowledge and understanding of religious traditions. We use their exploration of religious festivals (such as Easter, Diwali, Christmas), to develop religious thinking and tolerance. We organise visits to local places of worship (where possible) and invite representatives of local religious groups to come into school and talk to the children.

### **4. Inclusion**

At Thomlinson Junior School, we aim to enable all children to achieve their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented.

### **5. Legal Framework**

RE is by Law, locally determined. Our school RE curriculum is based on the Discovery RE scheme as well as the Cumbria LA Agreed Syllabus and it meets the requirements set out in that document. Our school curriculum for Religious Education meets the requirements of the 1988 Education Reform Act (ERA). The ERA specifies that RE is compulsory for all children and allows parents to

withdraw their child from religious education classes if they so wish to do so. The RE curriculum forms an important part of our school's spiritual, moral and social teaching. It also promotes education for citizenship. Our syllabus reflects the main teachings of Christianity as well as looking at other world faiths.

## **6. Roles and Responsibilities**

There are key roles and responsibilities specific members of staff have in relation to supporting the RE curriculum and its delivery.

### **Head Teacher**

- Monitoring the implementation of the RE Policy and its associated policies such as the Safeguarding and SEND Policies.
- Ratifying (in conjunction with the Governing Body) the RE policy, Safeguarding policy and RE Leader's Action Plan.
- Approving CPD and training which is in line with the whole school's strategic plan.
- Approving budget bids and setting them.
- Monitoring the performance of the RE Leader in respect to their specific job role description for RE.
- Ensuring any government legislation is being met.

### **RE Leader**

- Raising the profile of RE for all stakeholders.
- Monitoring the standards of RE and feeding back to staff in a timely fashion so they can act on areas for development.
- Ensuring assessment systems are in place for RE.
- Maintaining overall consistency in standards of RE across the school.
- Reporting on RE at specific times of the year to the Governing Body/Head/Staff.
- Auditing the needs of the staff in terms of training/CPD.
- Actively supporting staff with their day-to-day practice.
- Seeking out opportunities to inspire staff in developing their practice through modelling and sharing new ideas, approaches and initiatives.

- Creating Action Plans for RE and supporting a long-term vision which feeds into the whole school development plan.
- Creating bids for the annual budgets and monitoring budget spend.
- Procuring physical and online resources that demonstrate best value.
- Reviewing the RE curriculum and developing it as needed.

## **7. Curriculum**

As a school, we have chosen the Discovery Jigsaw scheme of learning which supports the Cumbria Agreed Syllabus from Year 3 to Year 6. The scheme of work supports our teachers in delivering fun and engaging lessons which help to raise standards and allow all pupils to achieve to their full potential. The scheme is an enquiry-based approach. Each enquiry is led by a question linked to the religion and can take several lessons to complete. Each enquiry is split into 4 sections- engagement, investigation, evaluation and expression. Each year group will study Christianity as well as at least one other world faith. Our Year group coverage is as follows:

Year 3 – Christianity, Islam and Hinduism

Year 4 - Christianity, Buddhism, Humanism and Islam

Year 5 – Christianity, Islam and Hinduism

Year 6 – Christianity, Humanism and Islam

Islam is covered throughout each year group to follow on from children’s prior learning in Key Stage 1 from our main feeder infant school.

## **8. Feedback and assessment**

- Children’s work is assessed informally by the teacher during lessons. Teacher’s mark their work and give verbal feedback as well as assessing children against the enquiry question. Children are encouraged to discuss and reflect on their thoughts and views and these also contribute to the child’s assessment.
- Formative assessment is undertaken each session. Through using the progression of skills documents, both teachers and pupils can evaluate

process. Feedback can be verbal during the lesson (most valuable) and, in some cases where it is appropriate, written.

- Summative assessment is undertaken at the end of each unit and the end of each academic year. Using work samples and observations of the children in their class, teachers make notes for each unit (regarding whether children are working towards expectations, at expectation or beyond expectations as well as any issues or improvements that could be made to a unit for the following year) and an overall judgement for the year in July.
- Pupil attainment is assessed using the milestones set out in the Essentials Curriculum document. Each unit has been matched to the relevant milestones, giving teachers a framework with which to assess the attainment of the children in any given unit. They also use the Jigsaw Assessment Guidance, which can be found at the end of each unit of work to aid judgements. Teachers consider the exemplar of what a child at an expected level would be able to demonstrate once each unit is completed. They use their professional judgement, based on what they have seen in the classroom and evidence from work the children have produced, to judge whether each child is working towards age related expectation (ARE), working at ARE or working above ARE. This is recorded after each unit on our Foundation Subject Assessment sheets and formally recorded in Scholar Pack at the end of the year (July). All assessments sheets are passed onto the curriculum lead; from this, the subject leader can identify any problem areas or units that have gone particularly well, identify any significant gaps in learning and plans for future units and the following year can be adapted and updated as necessary. In addition, the class teacher can monitor the progress of the children in their class and adjust their teaching as necessary.

## **9. Resources**

- The school are continuing to develop a wide range of resources to support the teaching and learning of RE.

- We use the churches around us to support our learning and understanding of the Christian faith.
- We also use external visitors and visits to support our learning and understanding of other faiths.
- We work closely with the Carlisle Diocese to support our teaching of Christianity, particularly during Christmas and Easter, whereby specific sessions are planned and delivered to classes.
- We also use NISCU leaders to support focused assemblies.

## **10. Monitoring and Evaluation**

Monitoring standards of teaching and learning within RE is the primary responsibility of the RE Leader. All children have a RE book to record their reflections and any work they do. Teachers are also responsible for sharing key learning via our Class Dojo, website and Facebook page.

Monitoring will be achieved through:

- Work scrutiny.
- Learning walks.
- Observations.
- Pupil voice.
- Teacher voice.
- Reflective teacher feedback.
- Learning environment monitoring.
- Dedicated RE Leader time.

Evaluation and Feedback will be achieved through:

- Dedicated RE Leader time.
- Feedback on whole school areas of development in regard to RE to be fed back through insets/staff meetings.